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SMITH COLLEGE BULLETIN

1995-96 CATALOGUE



Notice of Nondiscrimination

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In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Affirmative Action, College Hall #3, (413) 585-2141, 2142.

SMITH COLLEGE BULLETIN

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CATALOGUE EDITOR: KATHLEEN ROOS
DESIGNER: PATRICIA CZEPIEL HAYES

Campus Security Report

The annual Campus Security Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Report are available from the Campus Security Office, Neilson Library, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Sharon Rust, Director of Campus Security, at (413) 585-2490.

Smith College
Northampton, Massachusetts 01063
(413) 584-2700

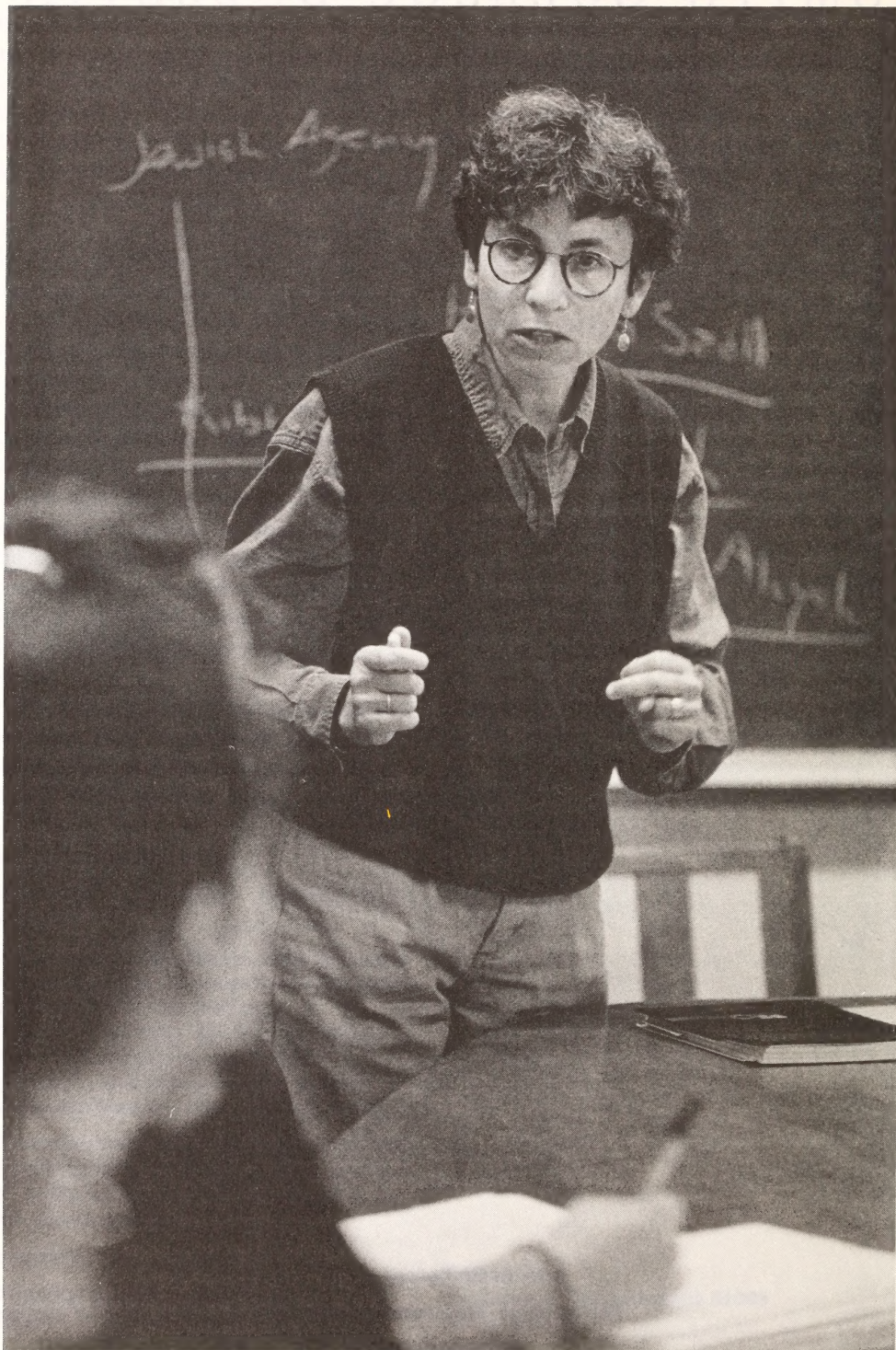
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1995-96 CATALOGUE

Smith College

Northampton, Massachusetts 01063

(413) 584-2700



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How to Get to Smith

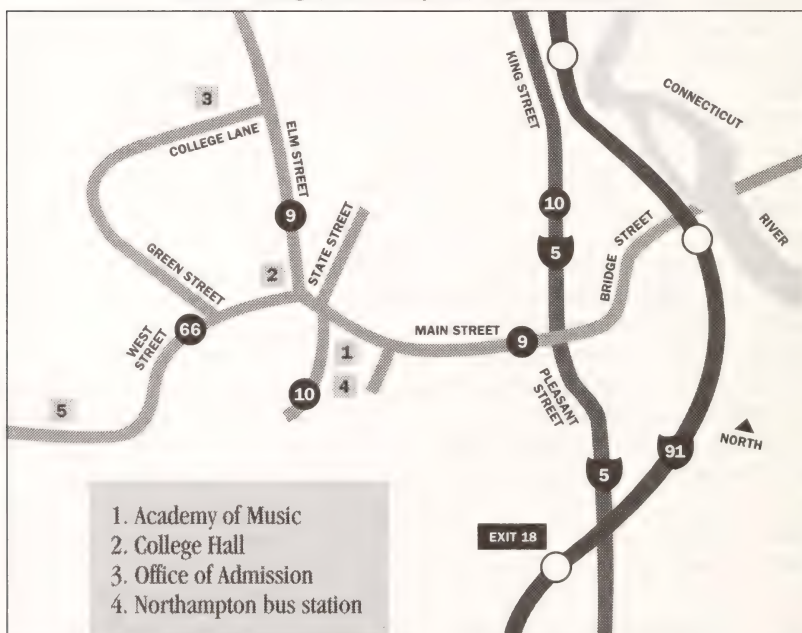
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, pp. vi–vii, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

Admission

Nanci Tessier, *Director of Admission*
7 College Lane
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily. Please call the Office of Admission for specific times.

Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*
College Hall 10
(800) 221-2579, January 15–June 15
(Monday–Thursday 2–9 p.m. Eastern time,
Friday 2–4:30 p.m.)
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are happy to answer questions about any aspect of financial aid and student assistance.

Payment of Bills

Anthony Symanski, *Controller*
College Hall 9

Academic Standing

Ann M. Burger, *Dean of the College*
College Hall 21

Tom Riddell, *Dean of the First-Year Class*
Mary Philpott, *Dean of the Sophomore and Junior Classes*
Margaret Olivo, *Dean of the Senior Class*
College Hall 23

Catherine Hutchison, *Associate Dean for International Study*

Ada Comstock Scholars Program

Eleanor B. Rothman, *Director*
College Hall 32

Students Affairs

Nancy Asai, *Associate Dean for Student Affairs/Residence*
College Hall 24

Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*
Drew Hall

Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, 69 Paradise Road

Transcripts and Records

Patricia O'Neil, *Registrar*
College Hall 6

College Relations

Mary B. Reutener, *Director*
Garrison Hall

Development

Charlotte B. Heartt, *Director*
Clark House

Graduate Study

Alan L. Marvelli, *Director*
College Hall 3

School for Social Work

Anita Lightburn, *Dean*
Lilly Hall

Alumnae Association

Nancy C. Steeper, *Executive Director*
(413) 584-2985

Academic Calendar, 1995–96

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

SEPTEMBER 1995

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

First Semester

- Friday, September 1, 9 a.m.—Houses open for entering students; orientation begins
- Tuesday, September 5, 10 a.m.—Houses open for returning students
- Wednesday, September 6—Sectioning. 7:30 p.m.—Opening Convocation
- Thursday, September 7, 8 a.m.—Classes begin

OCTOBER 1995

S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30	31				

- To be announced by the president—Mountain Day (holiday)
- Saturday, October 7—Tuesday, October 10—Autumn recess
- Friday, October 27—Sunday, October 29—Family Weekend

NOVEMBER 1995

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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26	27	28	29	30		

- Thursday, November 2—Otelia Cromwell Day
- Monday, November 6—Friday, November 17—Advising and course registration for the second semester of 1995–96
- Wednesday, November 22—Sunday, November 26—Thanksgiving recess

DECEMBER 1995

S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

- Thursday, December 14—Last day of classes
- Friday, December 15—Sunday, December 17—Pre-examination study period
- Monday, December 18—Thursday, December 21—Midyear examinations
- Friday, December 22—Sunday, January 7—Winter recess

JANUARY 1996

S	M	T	W	T	F	S
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28	29	30	31			

FEBRUARY 1996

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					1	2
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25	26	27	28	29		

MARCH 1996

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24	25	26	27	28	29	30
31						

APRIL 1996

S	M	T	W	T	F	S
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28	29	30				

MAY 1996

S	M	T	W	T	F	S
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				4	5	6
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26	27	28	29	30	31	

Interterm Period

Monday, January 8 through Saturday, January 27, 1996.

Second Semester

Sunday, January 28—Sectioning. 7:30 p.m.—All-college meeting

Monday, January 29, 8 a.m.—Classes begin

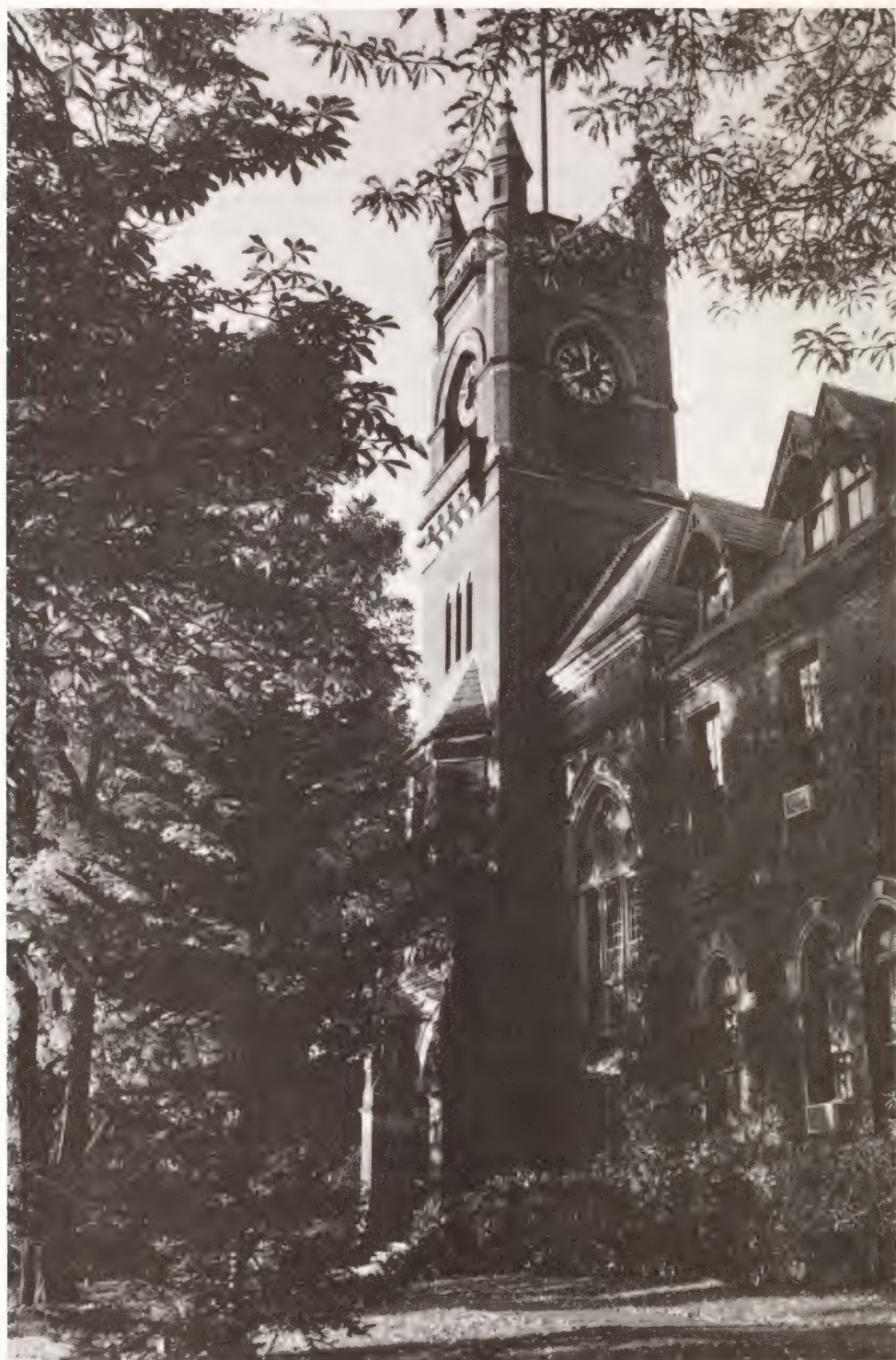
Wednesday, February 21—Rally Day exercises (all classes canceled)

Saturday, March 16—Sunday, March 24—Spring recess

Monday, April 1—Friday, April 12—Advising and course registration for the first semester of 1996–97

Friday, May 3—Last day of classes
Saturday, May 4—Monday, May 6—Pre-examination study period
Tuesday, May 7—Friday, May 10—Final examinations
Sunday, May 19—Commencement

— : The college is not in session.



History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best

colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college

had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions under-

scored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while holding the quality of those applicants steady) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In December 1994 Ruth Simmons was chosen as Smith's ninth president. Trustee Kate Webster said Simmons brings to Smith "a unique blend of organizational and academic experience, intellectual curiosity, energy and a strong commitment to women's education." With a long and distinguished career in higher education behind her, Simmons will become the first African-American woman to head any top-ranked American college or university at her fall 1995 installation as president.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.

Psychology

1927–32

G. Antonio Borgese, Ph.D.

Comparative Literature

1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.

English

Second semester, 1937–38

Alfred Einstein, Dr. Phil.

Music

First semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.

Philosophy

First semester, 1940–41

Karl Kelchner Darrow, Ph.D.

Physics

Second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.

History

Second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)

Botany

1942–43

Edgar Wind, Ph.D.

Art

1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.

English

First semester, 1946–47

David Mitrany, Ph.D., D.Sc.

International Relations

Second semester, 1950–51

Pieter Geyl, Litt.D.

History

Second semester, 1951–52

Wystan Hugh Auden, B.A.

English

Second semester, 1952–53

Alfred Kazin, M.A.

English

1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)

Astronomy

First semester, 1956–57

Philip Ellis Wheelwright, Ph.D.

Philosophy

Second semester, 1957–58

Karl Lehmann, Ph.D.

Art

Second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.

Economics

Second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)

Physics

First semester, 1960–61

Eudora Welty, B.A., Litt.D.

English

Second semester, 1961–62

Dénes Bartha, Ph.D.

Music

Second semester, 1963–64

Dietrich Gerhard, Ph.D.

History

First semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)

Chemistry

Second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)

Art

Second semester, 1968–69

Robert A. Nisbet, Ph.D.

Sociology and Anthropology

First semester, 1971–72

Louise Cuyler, Ph.D.

Music

Second semester, 1974–75

Herbert G. Gutman, Ph.D.

American Studies

1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)

Sociology and Anthropology

First semester, 1980–81

Auguste Anglès, Docteur ès Lettres*French*

First semester, 1981–82

Victor Turner, Ph.D.*Religion and Biblical Literature*

First semester, 1982–83

Robert Brentano, D. Phil.*History*

First semester, 1985–86

Germaine Brée, Ph.D.*Comparative Literature*

Second semester, 1985–86

Carsten Thomassen, Ph.D.*Mathematics*

First semester, 1987–88

Charles Hamilton, J.D., Ph.D.*Government*

Second semester, 1988–89

Triloki Nath Madan, Ph.D.*Anthropology*

First semester, 1990–91

Armstead L. Robinson, Ph.D.*Afro-American Studies*

First semester, 1991–92

Sheila S. Walker, Ph.D.*Afro-American Studies*

Second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.*Sociology*

First semester, 1993–94

Trinh T. Minh-ha, Ph.D.*Women's Studies*

Second semester, 1993–94

The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

Charles Mitchell, M.A.*Art History*

1974–75

Felix Gilbert, Ph.D.*History*

1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana*Italian Humanism*

Second semester, 1976–77

Jean. J. Seznec, Docteur ès Lettres*French*

Second semester, 1977–78

Hans R. Guggisberg, D.Phil.*History*

First semester, 1980–81

Alistair Crombie, Ph.D.*History of Science*

Second semester, 1981–82

John Coolidge, Ph.D.*Architecture and Art History*

Second semester, 1982–83

Howard Mayer Brown, Ph.D.*Music*

First semester, 1983–84

Hendrik W. van Os, Ph.D.*Art*

First semester, 1987–88

George Kubler, Ph.D.*Art*

Second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.*Art*

Second semester, 1991–92

Diane De Grazia, Ph.D.*Art*

Second semester, 1993–94

Larry Silver, Ph.D.*Art*

First semester, 1994–95

Andrée Hayum, Ph.D.*Art*

Second semester, 1994–95

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student’s course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for “system” the college assigns each student a faculty member as academic adviser, and strongly recommends that

students “pursue studies in the seven major fields of knowledge” listed below. Indeed, for students entering in 1994 and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 27). The goal remains today what it was for our early dean, “to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion.”

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;
- 6) *The arts*, because they constitute the media through which people have sought, through the

- ages, to express their deepest feelings and values;
- 7) *A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Expectations

Smith College has no required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	German Studies
Anthropology	Government
Art	History

Astronomy	Italian Language and Literature
Biological Sciences	Mathematics
Chemistry	Music
Classical Languages and Literatures	Philosophy
Computer Science	Physics
Dance	Psychology
Economics	Religion and Biblical Literature
Education and Child Study	Russian Language and Literature
English Language and Literature	Sociology
French Language and Literature	Spanish and Portuguese Theatre
Geology	

Interdepartmental majors are offered in the following areas:	
American Studies	Latin American Studies
Ancient Studies	Medieval Studies
Biochemistry	Women's Studies
Comparative Literature	

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major in more than one department or program, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed majors should differ significantly from existing majors.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interde-

partmental minors are offered:

Archaeology	Logic
East Asian Studies	Marine Sciences
Engineering	Neuroscience
Ethics	Political Economy
Film Studies	Public Policy
History of the Sciences	Third World
International Relations	Development Studies
Jewish Studies	Urban Studies
Latin American Studies	

Students also may design their own interdepartmental minors with the advice of two faculty members from more than one department or program. Approval must be granted by each of the departments or programs concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. Student-designed minors should differ significantly from existing minors.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the

broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the advisers listed on page 165.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group.

Faculty and staff members who have agreed to serve for 1994–95 are: Bill Brandt, director of Physical Plant; Ruth Constantine, chief financial officer and treasurer; Chris Hannon, coordinator of public services and head of the reference department, Neilson Library; Mahnaz Mahdavi, Department of Economics; and Gaynelle Weiss, director of the Smith Management Program.

Premedical and Prehealth Professions Advising

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 115 for important information.

Prelaw Advising

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions should be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year must file her acceleration proposal by the end of the first year. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit. Students whose acceleration plans include courses to be taken during Interterm should be aware that these courses are limited both in number and in enrollment, and cannot be guaranteed as part of the acceleration plan.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status and involvement in campus life after she enrolls at Smith. Each has a high level of ability and strong motivation to finish her college education despite the demands of a complicated

personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences and arranging "big sisters" for new students. The full range of Smith courses, majors, minors and programs is open to Ada Comstock Scholars.

Some Ada Comstock Scholars take one four-credit course per semester, while others take as many as five. We consider 12 or more credits to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.

For information about how to apply, see Admission, page 47. Information about expenses and how to apply for aid can be found in the chapter titled Fees, Expenses and Financial Aid. For more information about the Ada Comstock Scholars Program, contact the Ada Comstock Scholars Program Office at (413) 585-3090.

Community Auditing: Nonmatriculated Students

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$35 fee for each lecture course (\$150 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount

Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

A departmental honors program allows a student with a strong academic background to study a particular topic in depth or undertake research in the department or program of her major.

Normally, the minimum requirement for eligibility and continued enrollment in the honors program is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Once accepted, a student is expected to make satisfactory progress toward the degree; if she does not, her status as a candidate for departmental honors will be reviewed. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Policy, and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the Office of Class Deans and the Ada Comstock Scholars Office. No independent study project may be undertaken during the summer or January.

An internship on or off campus can be proposed by sophomores, juniors and seniors. All internships for credit must be approved in advance by the Committee on Academic Policy and are under the direct supervision of a member or members of the faculty of Smith College. Credit is not given for internships undertaken during January. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information and applications for internships are available in the Office of Class Deans or the Ada Comstock Scholars Office.

No more than 16 credits for independent study projects and internships are allowed.

Smith Scholars Program

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to trans-

late experience gained in work done outside the college into academic terms.

A student may apply at any time after the first semester of her sophomore year, but no later than April 30 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a detailed statement of her program and project, two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.

Study Abroad Programs

Applications for Smith Junior Year Abroad programs in Florence, Hamburg, Geneva and Paris must be filed by February 1. Applications for Consortial Study Abroad programs must be filed by the date indicated for each program. Applications for Independent Study Abroad must be filed by February 1. Interested students should consult reference materials in the Office for International Study, College Hall 23.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs must keep in mind that the year elsewhere does not count toward the required two years in residence in Northampton. Normally, a student with a shortage of credit is not given permission to study abroad.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research and residence in

foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). Students from Smith and other colleges are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students live with local families, in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program is required to carry at least 34 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates must have the minimum cumulative grade point average of 3.0 (B), a declared major and sufficient language before they can be selected to spend the year abroad. Normally, students are required to take 16 credits of college French, German or Italian prior to participating. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which

they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, participants for Junior Year Abroad programs are selected by a special committee which reviews the applications in detail. The selection process is competitive. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

For all programs, the comprehensive fee covering tuition, room and board when classes are in session is the same as the comprehensive fee for the year's study in Northampton. Students are responsible for arranging and paying for their own round-trip transportation to the program site and for all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

FLORENCE

The year in Florence begins with six weeks of intensive work in the Italian language. Classes in art history, literature and history are also given as preparation for the more specialized work of the academic year. At the beginning of November the students are matriculated at the University of Florence together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Specific language requirements are stated prior to the course listings for Italian Language and Literature.

GENEVA

The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, Eu-

ropean history, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, sociology, history of art and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary session of intensive language training in Paris in September. The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Specific language requirements are stated prior to the course listings for French Language and Literature.

HAMBURG

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a six-week vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Specific language requirements are stated prior to the course listings for German Studies.

PARIS

The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive

work in the language, supplemented by courses, lectures and excursions to several Provençal sites and to the Riviera. In early October, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the Atelier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Specific language requirements are stated prior to the course listings for French Language and Literature.

Consortial Study Abroad Programs

Students may also apply to participate in any of the six other programs with which the college has formal affiliation. Students applying to consortial programs must have a minimum grade point average of 3.0 (B), meet the language requirements of the specific program and have declared a major. Applications must be filed with the Office for International Study by the date indicated for each program.

AMERICAN COLLEGIATE CONSORTIUM (ACC)

Located at Middlebury College, ACC permits one or two qualified undergraduates a year from Smith to spend a full year studying at one of the many universities in Russia. Students must have three years of college Russian or the equivalent. Interested students should consult the Department of Russian Language and Literature. Applications are due in the Office for International Study no later than March 1.

ASSOCIATED KYOTO PROGRAM (AKP)

Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Participants must have completed at least two years of college Japanese. Inter-

ested students should consult the director of East Asian studies or the AKP campus representative. Applications are due in the Office for International Study no later than February 1.

DUKE STUDY IN CHINA PROGRAM

Administered by Duke University, this six-month program runs from June through December. It combines study at two different locations in China: an eight-week summer course of intensive language study in Beijing, and a fall semester in Nanjing. It also includes approximately four weeks of educational travel within China. Participants must have completed at least one year of Chinese language study. Interested students should consult with the East Asian Studies Program. Applications are due in the Office for International Study no later than March 1.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME (ICCS)

Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English. Admission is competitive. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. Interested students should consult the Department of Classical Languages and Literatures. Applications are due in the Office for International Study no later than March 1.

PROGRAMA DE ESTUDIOS HISPÁNIOS EN CÓRDOBA (PRESHCO)

Córdoba, Spain, is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due in the Office for International Study no later than March 1.

SOUTH INDIA TERM ABROAD (SITA)

Administered by Bowdoin College, SITA allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students must consult with Dennis Hudson, professor of religion, by February 15. Applications are due in the Office for International Study no later than March 1.

Independent Study Abroad

Students may also apply for permission to study abroad independently on programs and at foreign universities that have been approved by the Committee on Study Abroad. Eligibility for Independent Study Abroad is: 1) a minimum cumulative grade point average of 3.0 (B), 2) a declared major and 3) ordinarily at least one year of college-level instruction in the language of the country (even if the language of instruction in the program is English). Only students who have applied successfully for college approval may apply for financial aid. Students who study abroad in Australia, British West Indies, Canada, England, Ireland, New Zealand, Northern Ireland, Scotland and Wales are not eligible for college aid. Applications for Independent Study Abroad must be filed in the Office for International Study by March 1.

Other Off-Campus Study Programs

Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. Further information and application forms are available in the Office of the Class Deans. Applications must be filed by March 1 preceding the year away from Smith College.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available in the class deans' office.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 214.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 76.

The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to

her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases well in excess of one million items, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with first-hand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost through our international interlibrary loan service. Library computer systems include the Five College Online Catalog for the libraries at Smith as well as at Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst; the CD-ROM network of computerized periodical indexes; and the Internet, an international network of databases.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary

sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects all kinds of video materials, provides production and viewing facilities and coordinates projectionist services.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Academic Year Hours for Neilson Library

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments—astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology—with approximately 80 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services and an animal-care facility. Young Science Library, one of the largest science libraries at a liberal arts college in the United States, houses more than 127,200 volumes, 18,000 microforms, 652 periodicals, 96 audiotapes, 68 computer data files and CD-ROMs and a collection of 144,000 maps. Student laboratories customarily enroll between 12 and 20 students

and are faculty taught. Summer student research opportunities are available.

In addition to on-campus astronomy facilities, including a rooftop observatory equipped with a 14-inch Schmidt-Cassegrain reflector and several small telescopes, Smith also has an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Science Library hours

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday–Sunday	10 a.m.–10 p.m.

Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices, classrooms and the Hillyer Art Library with more than 65,860 volumes and 26,000 microforms. A separate Visual Resources Center has more than 72,000 photographs and images. Graham Hall is a large auditorium used for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday	10 a.m.–10 p.m.
Sunday	noon–10 p.m.

June–August:

Monday–Friday	10 a.m.–4 p.m.
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Museum hours

Tuesday, Friday and Saturday	9:30 a.m.–4 p.m.
Wednesday and Sunday	noon–4 p.m.
Thursday	noon–8 p.m.

July and August:

Tuesday–Sunday	noon–4 p.m.
Mondays, January 1, July 4, Thanksgiving and Christmas	closed

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 78,900 books and scores and 50,550 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–11 p.m.

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state of the art multi-media resource center (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours

Monday–Thursday	8:30 a.m.–noon 1–6 p.m. 7–11 p.m.
Friday	8:30 a.m.–noon 1–5 p.m.
Saturday	1–5 p.m.
Sunday	1–5 p.m. 7–11 p.m.

Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide fiber-optic network allowing computer access from all buildings and residential houses. Resources, which are continually expanding, include more than 160 IBM-compatible and Macintosh computers in three resource centers, used for word processing, graphics, numerical analysis, electronic mail and access to the worldwide Internet network; and a cluster of six DEC VAX and two SUN minicomputers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Systems administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers and printers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. For a nominal fee, students living on campus also have access to Smith's computer resources through the residential house network.

Center for Academic Development

From its offices in Seelye 307, the Center for Academic Development offers a variety of programs to help students develop skills in writing and quantitative reasoning. Six professional writing counselors review essay drafts with students, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in Seelye 307 and other locations. The director of the Quantitative Skills Program offers special tutoring and serves as a consultant to faculty members and students on topics relating to quantitative aspects of all courses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in time man-

agement and study skills and conducts research on current issues of learning and teaching.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of two national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers. Our intercollegiate crew shells are housed on the Connecticut River.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–11 p.m.
Friday	6 a.m.–9 p.m.
Saturday–Sunday	8 a.m.–9 p.m.

Student Residence Houses

Smith is a residential college, and students live in 35 residence buildings with capacities of 14 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. The houses provide a homelike at-

mosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of students, primarily juniors and seniors, offer alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present them-

selves effectively (including practice interviewing on videotape); and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We can provide injections for desensitization as requested by a student's own physician and many immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on cam-

pus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are required to have a physical exam by a college practitioner first.

Religious Expression

We are a religiously diverse community, which gives our students the opportunity to express their own traditions and to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and interfaith collaboration, represent the Catholic, Jewish and Protestant faiths and help organize weekly services of worship. The Hillel Foundation, The Protestant Ecumenical Christian Church and

Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational and cultural programs. Other student religious groups, such as the Smith Intervarsity Christian Fellowship, Keystone Campus Crusade for Christ, the Baha'i Fellowship, the Five College Christian Science Organization and associations of Buddhist, Quaker, Hindu and Muslim students meet at the Chapel and use its facilities, which include a lounge and a kitchen as well as the sanctuary, for their programs and services. An active interfaith council brings students of the various traditions together for education and cooperative efforts.

The Helen Hills Hills Chapel serves many functions for a wide variety of groups and individuals at Smith and the general community. The Chapel houses a number of groups offering support to victims of abuse and various forms of addiction. Visitors may hear any of a number of choirs rehearsing or performing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues and other religious communities representing most denominations enjoy having students join their services and programs as well. Various community clergy and others serve as advisers to student religious groups and as adjunct members of the Chapel staff. The Chaplains are available to counsel members of the community and welcome students to their offices downstairs in the Chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The Chapel also houses S.O.S., Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

Any student who is unable, because of her religious observances, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examination or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

The Student Body

Summary of Enrollment, 1994–95

UNDERGRADUATE STUDENTS

	Class of 1995	Class of 1996	Class of 1997	Class of 1998	Ada Comstock Scholars	Totals
Northampton area ¹	650 ²	402	636	667	182	2,537
Not in residence ³	11 ⁴	240	20	1	16	288

Five College course enrollments at Smith:

First semester	467
Second semester	534

GRADUATE STUDENTS

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	70	37	38

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1988 was 86 percent by May 1994. (The period covered is equal to 150 percent of the normal time for graduation.)

1. Guest students are included in the counts of students in the Northampton area.
2. This includes 62 Ada Comstock Scholars.

3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 26 Smith students and one guest student in Paris; 11 Smith students and no guest students in Hamburg; 16 Smith students and four guest students in Geneva; and 18 Smith students and three guest students in Florence.

4. This includes no Ada Comstock Scholars.

Geographical Distribution of Students, 1994–95

UNITED STATES					
Alabama	11	Utah	6	Kenya	5
Alaska	8	Vermont	65	Korea	20
Arizona	20	Virginia	48	Kuwait	2
Arkansas	5	Virgin Islands	1	Kyrgystan	1
California	265	Washington	62	Macedonia	1
Colorado	37	West Virginia	6	Malawi	1
Connecticut	164	Wisconsin	18	Malaysia	5
Delaware	7	Wyoming	3	Mexico	1
District of Columbia	5	U.S. Military	3	Nepal	4
Florida	62			Netherlands	3
Georgia	24	FOREIGN COUNTRIES		Netherlands Antilles	1
Guam	1	Austria	2	New Guinea	1
Hawaii	10	Bahrain	1	Nigeria	2
Idaho	11	Bangladesh	3	Norway	1
Illinois	58	Barbados	1	Pakistan	6
Indiana	27	Belgium	3	Panama	1
Iowa	10	Bermuda	1	Paraguay	1
Kansas	9	Bolivia	2	Peru	2
Kentucky	12	Bosnia-Herzegovina	1	Philippines	10
Louisiana	4	Brazil	2	Poland	1
Maine	47	Brunei	1	Russia	2
Maryland	70	Bulgaria	5	Saudi Arabia	3
Massachusetts*	594	Canada	12	Singapore	9
Michigan	45	China, People's Rep.	11	South Africa	6
Minnesota	45	Congo	1	Spain	1
Mississippi	5	Cote d'Ivoire	1	Sri Lanka	1
Missouri	19	Croatia	1	Switzerland	5
Montana	3	Cyprus	1	Taiwan	8
Nebraska	7	Czech Republic	1	Thailand	3
Nevada	5	Denmark	1	Trinidad	1
New Hampshire	58	Egypt	1	Turkey	6
New Jersey	125	England	5	Uganda	1
New Mexico	8	Estonia	2	United Arab Emirates	2
New York	316	Finland	1	Zambia	1
North Carolina	23	France	3	Zimbabwe	2
North Dakota	5	Germany	6		
North Mariana Islands	2	Ghana	2		
Ohio	69	Greece	7		
Oklahoma	9	Guyana	1		
Oregon	39	Honduras	1		
Pennsylvania	103	Hong Kong	16		
Puerto Rico	1	Hungary	2		
Rhode Island	21	India	5		
South Carolina	18	Indonesia	1		
South Dakota	1	Italy	1		
Tennessee	6	Jamaica	1		
Texas	66	Japan	32		
		Jordan	1		

* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors, 1994-95

	Class of 1995 (Srs.)	Class of 1995 (Honor)	Ada Comstock Scholars	Class of 1996	Totals
Government	82	2	5	78	167
Art					165
Art	0	0	1	0	1
Architecture & Urbanism	7	0	0	11	18
Studio Art	27	8	5	28	68
Art History	39	0	8	31	78
Psychology	57	7	13	64	141
English Language and Literature	50	5	17	53	125
Economics	46	2	1	67	116
Biological Sciences	42	4	9	59	114
American Studies	31	2	14	25	72
Women's Studies	34	6	5	15	60
History	32	2	6	16	56
Sociology	20	1	3	23	47
Mathematics	19	0	3	23	45
French					38
French Language & Literature	6	2	0	8	16
French Studies	11	0	0	11	22
Biochemistry	19	2	1	15	37
Geology	17	6	0	13	36
Anthropology	17	0	4	12	33
Religion & Biblical Literature	11	2	4	11	28
Theatre	11	2	3	11	27
Education & Child Study	15	0	3	7	25
Comparative Literature	8	1	2	12	23
Computer Science	10	2	1	9	22
Music	10	0	2	10	22
Chemistry	6	3	0	8	17
Latin American Studies	6	0	1	8	15
Philosophy	4	3	1	7	15
Russian Language & Literature	0	0	1	0	1
Spanish & Portuguese					6
Spanish Language & Literature	2	0	0	3	5
Social Policy	1	0	0	0	1
German Language & Literature	3	0	0	8	11
Russian Language & Literature					3
Russian Literature	1	0	0	2	3
Italian Language & Literature	4	2	0	4	10
Dance	4	0	0	5	9
Medieval Studies	4	0	1	4	9
Physics	4	2	0	3	9
Russian Civilization	5	0	0	3	8
Classics	6	0	0	1	7
Afro-American Studies	2	0	3	1	6
Spanish & Portuguese					
Latin-American Literature	3	0	0	3	6
Ancient Studies	3	0	0	2	5
Cognitive Science	0	1	0	1	2
East Asian Studies	2	0	0	0	2
Sociology and Anthropology	1	0	0	1	2
Architectural Civil Engineering	1	0	0	0	1
Astronomy	0	0	0	1	1
Dramatic Literature	1	0	0	0	1
Ethics	1	0	0	0	1
European Studies	0	0	0	1	1
Japanese Society & Culture	1	0	0	0	1
Linguistics	1	0	0	0	1
Smith Scholar	0	0	1	0	1



Academic Achievements, Prizes and Awards

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 69 for a listing of the designations used for the major fields of knowledge).

Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Latin Honors are awarded to graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are

considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of a high level of general achievement.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation “Honors,” “High Honors” or “Highest Honors” in the student’s major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and who have no grades below B– are named First Group Scholars. Those named generally represent the top five percent of the class.

The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate to **Elysabeth Young '98**

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry to **Rebecca Smith '95**

The **American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry to **Lawino Kagumba '96**

An award from the **American Institute of Chemicals/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class to **Jennifer DiVirgilio '95**

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year to **Erin Brightwell '95**

The **Elizabeth Babcock Poetry Prize** for the best group of poems to **Elysabeth Young '98**

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program to **Karin Fischer '96** and **Leigh Goldberg '96**

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class to **Alice Day '95** and **Heidi Lutz '95**

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics to **Evangelia Antonakos '97**, **Anna Lysyanskaya '97**, and **Elizabeth Stuart '97**

The **Samuel Bowles Prize** for the best paper on an anthropological subject to **Susan Croteau AC95**

The **Samuel Bowles Prize** for the best thesis on an economics subject to **Tashi Kaul '95**

The **Samuel Bowles Prize** for the best paper on a sociological subject to **Laurie Schaffner-Montes AC95J**

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community to **Gretchen Gaida '95** and **Amy Hendrickson '95**

The **John Everett Brady Prize** for excellence in the translation of Latin at sight to **Sarah Bolmarcich '95** and **Patricia Slatin '95**; and for the best performance in the beginning Latin courses to **Rebecca Rogers '97**

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology to **Noelle Ling '95**

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject to: First Prize: **Jae Hee Kang '95**, **Marisa Keselica '97** and **Julie Krane '95**; Second Prize: **Aimee Classen '95** and **Jennifer Long '95**

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course to **Burd Schlessinger AC95**

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college to **Carissa Barnett '97**, **Maia BrodyField '95**, **Laura Fitch '95**, **Emily Hobbs '95**, **Angelica Jordan '95**, **Etta Lilienthal '97** and **Nicole Malkin '95**

The **David Burres Memorial Law Prize** to a senior accepted at law school intending to practice law in the public interest to **Maureen Horkan AC95** and **Kim Kosakowski AC95**

The **C. Pauline Burt Prize** to senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science to **Masha Huseinovic '95**

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature to **Rebecca Woolf '95**

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management to **Mala BrodyField '95** and **Eileen Palladino '95**

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy* to **Florence Chapin '95**

The **Carlile Prize** for the best original composition for carillon

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course to **Amy McKenzie '98**; and for excellence in Greek to **Donna Pardee AC95**

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form to **Kathryn Langworthy AC96**

The **Sidney S. Cohen Prize** for outstanding work in the field of economics to **Tashi Kaul '95**, **Lei Qiu '95**, **Melissa Stepanis '95**, **Farah Ukani '95** and **Zhong-Lan Zhu '95**

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact to **Shivani Kannabhiran '95**

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English to **Jill Dione AC96**

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry to **Roselle Hoffmaster '98** and **Eva Rachkovsky '98**

The **Merle Curti Prize** for the best piece of writing on any aspect of American civilization to **Kristin Silbernagel '95**

The **Dawes Prize** for the best undergraduate work in political science to **Andrea Arnold '95**, **Jennifer Blackburn '95**, **Shivani Kannabhiran '95** and **Shanti Nayak '95**

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the study of Greek literature

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis to **Anne McNamara '95**; and for the best classroom essay to **Gretchen Geser AC97J**

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extracurricular activities to **Chi-Hwa Tang '95**

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject to **Abigail Mansfield '95**

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ to **Alice Day '95**

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore to **Carol Gautney '97**

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre to **Emily Hobbs '95** and **Nicole Malkin '95**

The **Settie Lehman Fatman Prize** for the best composition in music to **Camille Collins-Lovell '97J** and **Ju-Hyun Lim '95**

The **Heidi Fiore Prize** to a senior student of singing to **Sarah Higginbotham '95**

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives to **Maureen Horkan AC95**

The **Harriett R. Foote Memorial Prize** for outstanding work in botany based upon a paper, course work or other contribution to the plant sciences at Smith to **Jennifer Long 95** and **Tracey Warton AC95**

The **Henry Lewis Foote Memorial Prize**, given by his wife, Harriet Risley Foote 1886, for excellence in course work in Biblical courses

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature to **Hanya Yanagihara '95**

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme to **Jill Dione AC96**

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major to **Wendy Morris '95**, **Ashley Peterson '96** and **Sarah Robinson '96**

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines to **Alexandra Ludwig '95**

The **Sarah H. Hamilton Memorial Prize** for an essay on music to **Heidi Lutz '95**

The **Arthur Ellis Hamm Scholarship Prize** awarded on the basis of the best first-year's record to: First Prize: **Kathleen Miller '97** and **Maja Razlog '97**; Second Prize: **Stamenka Antonova '97**, **Tracie Catanzariti '97**, **Eleanor Curry '97**, **Jocelyn Nadeau '97**, **Mina Nedialkova '97** and **Joanna Slater '97**

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer to **Hanya Yanagihara '95**

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English to **Kathleen Powell AC95**

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject to **Rebecca Smith '95**

The **Margery Weddell Irish Prize** for the best student of watercolor in studio art this year

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith colleges or the University of Massachusetts to: First Prize: **Amy Fox, Amherst** and **Judith Jaeger, Mount Holyoke College**; Second Prize: **Adrien-Alice Hansel '98** and **Stewart Moore, Amherst College**; Third Prize: **Katherine Schock '96** and **Carol Gesell, Mount Holyoke College**

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture to **Marni Rothman '95**

The **Barbara Jordan Award** for study of law to an African-American senior or alumna undertaking a career in law and public service

The **Mary Augusta Jordan Prize**, an Alumnae Association award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course to **Melissa Myambo '95**

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession to **Ganya Alvarado '95** and **Masha Huseinovic '95**

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy to **Victoria Shin '95**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, to a senior majoring in the history of art, with preference given to students interested in classical art at the graduate level to **Junha Oh '95**

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris to **Elizabeth Kennedy '96** and **Jannine Stouch '96**

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance to **Angelica Jordan '95** and **Judith Sloan AC95J**

The **Emogene Mahony Memorial Prize** for the furtherance of English literature and dramatic art, recognizing the best essay on a literary subject written by a first-year student to **Karen Kramer '98**; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize**, founded by Ethel Haskell Bradley '01, for proficiency in organ to **Heidi Lutz '95**

The **Jeanne McFarland Prize** for excellent work in Women's Studies to **Melissa Myambo '95** and **Anna Russo AC95**

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy to **Karuna Jaggar '95** and **Kristin Muhlhauser '95**

The **Bert Mendelson Prize** to a sophomore for excellence in computer science to **Anna Lysyanskaya '97**; and to a senior majoring in computer science for excellence in that subject to **Junheng Luo '95**

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers, to **Abigail Rupp '97**

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mrs. Montagu Prize** for the best essay on a literary subject concerning women to **Patricia Brand '96**

The **Multicultural Award** of the Office of Minority Affairs to a senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community to **Monica De Los Santos '95** and **Joy Miles '95**

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life to **Jennifer Abbott '95**, **Maureen Horkan AC95**, **Colette Morgan '95** and **Didem Nisanci '95**

The **Josephine Ott Prize**, established in 1992 by friends and former students, to a junior in Paris or Geneva for her commitment to the French language and European civilization to **Julie Steiner '96**

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application to **Miriam Bearse '95** and **Melissa Briggs '95**

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics to **Erika Cox '95**

The **Judith Raskin Memorial Prize** for the outstanding senior voice student to **Brooke Bennett '95**

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate to **Beth Balliro '95**

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures to **Elizabeth Chiarelli '95** and **Monica De Los Santos '95**

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College to **Maureen Horkan AC95**

The **Victoria Louise Schragger Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities to **Melissa Ziemer '95**

The **Larry C. Selgelid Memorial Prize** for outstanding work in economics by a Smith senior to **Lei Qiu '95**

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies to **Jennifer Blackburn '95** and **Lauren Simonds AC95**

The **Andrew C. Slater Prize** for excellence in debate to **Lucia Bauknight '95**; and for most improved debater to **Andrea Patterson '95**

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre to **Suzette Ermler '95**, **Emily Hobbs '95**, **Angelica Jordan '95**, **Winter Miller '95**, **Nkenge Scott '95** and **Jeannette Vesper '95**

The Smith Council of the **Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism to **Monica De Los Santos '95**, **Shanelle Henry '95** and **Rita Hill '95**

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction to **Elisa Oh '95** and **Kathleen Powell AC95**

The **Valeria Dean Burgess Stevens Prize** for excellent work in Women's Studies to **Leslie Fields '95**, **Caitlin Roberts '95** and **Michelle Stahl AC95**

The **Mary Ellen Szmkowiak Prize** awarded on the basis of merit to a premedical student enrolling in medical school

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize**, awarded by the Department of English Language and Literature to the student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life for the best group of poems to **Brandy Bauer '95** and **Elysabeth Young '98**; and for the best individual poem

The **Tryon Prize** to a Smith or Five College undergraduate for the best essay on a work or works of art in the museum's permanent collection to **Seong-Eun Choi '95** and **Amy Kurtz '96**

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies to **Sheigh Crabtree '95** and **Nkenge Scott '95**

The **Anacleto C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy to **Amelia Moser '95**

The **Karel Fierman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual poise and leadership

The **Ernst Wallfisch Prize** to a graduating senior enrolled in music performance (vocal or instrumental) at Smith who has demonstrated outstanding talent, commitment and diligence to **Ju-Hyun Lim '95**

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics to **Amy Raudenbush '95**

The **Jochanan H.A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history to **Burd Schlessinger AC95**

Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by en-

dowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$17,000, and 53 percent of our student body qualifies for need-based aid.

1995-96 Comprehensive Fee (required annual fees)

	Fall Semester	Spring Semester	Total
Tuition	\$9,825	\$9,825	\$19,650
Room*	1,500	1,500	3,000
Board*	1,835	1,835	3,670
Student activities fee	82	82	164
Comprehensive fee	\$13,242	\$13,242	\$26,484

* Room and board will be billed as a combined charge of \$3,335 each semester, or a total of \$6,670 for 1995-96.

Statements for semester fees are mailed on or about July 7 and December 7. Payment of charges for the fall semester is due August 5; payment for spring semester is due January 5. Checks should be made payable to Smith College. Balances that remain unpaid after the due dates are subject to late fees. Non-payment of fees may prevent a student from participating in the house decision process, registering for classes and receiving official grade transcripts or diplomas.

Smith College is pleased to offer a variety of financing options, which are described on the following pages.

A student will incur certain additional expenses during the academic year which will vary according to each family's accustomed standard of living. A student should be prepared to spend approximately \$550 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

FEE FOR NONMATRICULATED STUDENT	
Per course for credit	\$2,460

FEES FOR ADA COMSTOCK SCHOLARS	
Application fee	\$45
Room and board one night per week, per semester (15 weeks)	\$525
Each one-credit course	\$615
One four-credit course	\$2,460
Two four-credit courses	\$4,920
Three four-credit courses	\$7,380
Four four-credit courses	\$9,825

STUDENT ACTIVITIES FEE
The \$164 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

1995–96 Optional Fees

STUDENT HEALTH INSURANCE—\$696
The \$696 Student Health Insurance fee is split between the two semesters and covers the student from September 1 through the following August

31. Massachusetts law requires that each student have adequate health insurance, so Smith College offers a health insurance plan through the Chickering Group. Details about the insurance are mailed during the summer. A student is automatically billed for insurance, but has the option to cancel enrollment in the plan if she can demonstrate comparable coverage. She will have until August 5 to cancel enrollment in the college insurance for the 1995–96 academic year.

MASSPIRG—\$8
The \$8 MASSPIRG fee is split between the two semesters and is approved by a vote of the student body. It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student will have until August 5 to waive this fee for the 1995–96 academic year.

Other Fees and Charges

APPLICATION FOR ADMISSION—\$45
The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and form to the Ada Comstock office prior to February 15.

ENROLLMENT DEPOSIT—\$300
Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. *\$100 representing a General Deposit* component is held until the student graduates or withdraws from the college. The \$100 is refunded only after deducting any unpaid fees or fines and is not refunded to a new student who withdraws before she enters her first semester. *\$200 representing a Room Deposit* component is credited \$100 toward her fall semester charges and \$100 toward her spring semester charges. The deposit may be waived for an exceptionally needy student as determined by the financial aid office or by the student affairs office.

ROOM DEPOSIT—\$200
A returning resident student pays a room deposit in March which serves to reserve a room for the

subsequent year, and which is credited \$100 to each semester bill. The deposit is *non-refundable*. A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, transferred into a separate holding account until she returns. If she does not return, the deposit will be forfeited.

Payment of the room deposit alone does not guarantee participation in the house decision process for a returning student. The student account must also be in good standing as determined by the bursar in the controller's office in order for the student to become eligible to participate.

NONRESIDENT FEE—\$20 PER SEMESTER

The \$20 nonresident fee helps to cover the cost of services such as mail delivery and maintenance of lounges for off-campus students.

REFRIGERATOR ENERGY FEE—\$30 PER SEMESTER

The \$30 refrigerator energy fee helps to defray the energy cost incurred through the use of a refrigerator by a student in her room.

FEE FOR MUSICAL INSTRUCTION—\$335 PER SEMESTER (ONE HOUR LESSON PER WEEK)

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

- Courses in ensemble when given individually \$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

- Use of a practice room, one hour daily \$25 per year
- Use of a practice room, one hour daily, and of a college instrument \$50 per year
- Use of organ, one hour daily \$100 per year

FEE FOR RIDING CLASSES PER SEMESTER

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$360 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

- Two lessons per week \$310
- Three lessons per week \$435

STUDIO ART COURSES PER SEMESTER

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

- Required materials \$5–\$63
- Additional supplies \$12–\$100

CHEMISTRY LABORATORY COURSE PER SEMESTER—\$6–\$15 PLUS BREAKAGE

CONTINUATION FEE—\$50 PER SEMESTER

Students on leaves of absences or attending other institutions on exchange programs will be assessed a continuation fee to maintain enrollment status at the college.

Refunds

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. A \$100 withdrawal fee will be charged in addition to any refund calculations made. Credit balances remaining on an account at the time of withdrawal must be resolved before a refund calculation is performed.

PRO RATA REFUND

If a student attending Smith College in her first semester (including transfer students) and receiving federal student financial aid (SFA) withdraws within the first 60 percent of the semester (first nine weeks), she will receive a pro rata refund. A

"refund" is the unearned amount of Smith charges returned to the SFA programs on behalf of the student. The refund is defined as the difference between the amount paid toward institutional charges and the amount Smith may retain. It is based on the number of weeks in attendance and

must include returning at least a portion of Title IV funds (Federal Pell Grant, FSEOG, Federal Perkins Loan, Ford Federal Direct Loan or Federal Plus). An adjustment of institutional fees (tuition and activities fee) would be calculated as shown below (a similar calculation would occur for spring):

Pro Rata Refund Schedule

Dates	Remaining Weeks	Portion Attended(%)	Portion Remains (%)	Refund Amount *	Smith Retains**
until 9/6	15	0%	100%	\$9,907	\$0
9/7–9/9	14	10	90	8,916	1,091
9/10–9/16	13	20	80	7,925	2,082
9/17–9/23	12	30	70	6,934	3,073
9/24–9/30	11	30	70	6,934	3,073
10/1–10/7	10	40	60	5,944	4,063
10/8–10/14	9	50	50	4,953	5,054
10/15–10/21	8	50	50	4,953	5,054
10/22–10/28	7	60	40	3,962	6,045
10/29–11/4	6	70	30	2,972	7,035
after 11/4	5	100	0	0	9,907

Note: "Total institutional fees" is defined as tuition plus student activities fee only (\$9,907 total institutional fees = \$9,825 tuition + \$82 student activities fee)

* The Refund Amount = Portion Remains x total institutional fees (e.g., \$8,916 = 90% x \$9,907 rounded down to the nearest dollar amount).

** The amount Smith Retains = Portion Attended x total institutional fees + \$100 withdrawal fee (e.g., \$1,091 = 10% x \$9,907 rounded up to the nearest dollar amount + \$100).

FEDERAL REFUND (ADOPTED AS INSTITUTIONAL REFUND) (TABLE ON PAGE 37)
If a student returning to Smith College (including a first-time student entering her second semester) withdraws on or after the first day of classes, she

will receive a federal refund based on the percentage of days in attendance. If that same student is receiving Title IV funds, both a pro rata and federal refund calculation must be made and compared so that the largest refund can occur.

Federal Refund Schedule

Dates	Portion Attended (%)	Portion Refunds (%)	Refund Amount*	Smith Retains**
until 9/6	0%	100%	\$9,907	\$0
9/7–9/13	up to 10	90	8,916	1,091
9/14–9/28	11 to 25	50	4,953	5,054
9/29–10/25	26 to 50	25	2,476	7,531
after 10/25	over 50	0	0	9,907

* The Refund Amount = Portion Refunds x total institutional fees (e.g., \$8,916 = 90% x \$9,907 rounded down to the nearest dollar amount).

** The amount Smith Retains = Portion Attended (highest percentage amount in range) x total institutional fees + \$100 withdrawal fee (e.g., \$1,091 = 10% x \$9,907 rounded up to the nearest dollar amount + \$100).

If a student who has not waived the student health insurance and/or MASSPIRG fees withdraws once classes have begun, no refund of these fees will be made. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board and student activities fee, insurance and MASSPIRG. All disbursed Title IV funds are an overpayment and must be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. All appeals to this policy will be referred by the bursar to an appeals committee.

The date of withdrawal shall be whichever is the later of:

- The date on which the student notifies her dean or the registrar of her withdrawal in writing; or
- The date on which the student vacates college housing; or
- The date on which the college has determined to be the date of withdrawal no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith is pleased to offer a variety of financing options to assist you in successfully planning for timely payment of your 1995–96 college bill. Included in our offerings are a select group of payment plans and loan options. Payment plans and loan options offered by Smith allow you to distribute payments over a variety of time periods. The plans and options are summarized in the following text to assist you in choosing the payment strategy that best suits your individual family circumstances.

Summary of Payment Plans

	Smith Semester Plan	Smith College Monthly Plan	Smith College ACH Payment Plan	Smith Prepaid Tuition Stabilization Plan
Eligibility	All Smith families	All Smith families	All Smith families	Smith families not eligible for Smith grant aid
Annual Loan Limits	N/A	N/A	N/A	N/A
Aggregate Loan Limits	N/A	N/A	N/A	N/A
Service/ Application Fee	None	\$45	\$45	None
Interest	1.25% (15% APR) per month for late payments	N/A	1.25% (15% APR) per month on unavailable or late funds	.04% (15% APR) per day for each day after August 5 that full payment does not arrive
Guaranty/ Origination Fee	N/A	N/A	N/A	N/A
Advantages	Allows 2 payments	Allows 10 monthly payments; provides option for insurance against death and disability	Allows 10 monthly payments automatically debited from your bank account	Allows participants to avoid future year tuition increases

Summary of Loan Options

	Federal Direct Stafford/Ford Loan	Federal Direct PLUS Loan	AchieverLoan	MassPlan	MassPlan for Prepaid Tuition Stabilization
Eligibility	Enrollment at least 1/2 time; graduate or undergraduate	Creditworthy parents of dependent students; credit check performed but no formal debt to income analysis required	Creditworthy families of Smith students	Creditworthy families of Smith students	Creditworthy families who do not qualify for Smith grant aid
Loan Limits	1st yr: \$2,625 2nd yr: \$3,500 3rd yr: \$5,500 4th yr: \$5,500 Grad: \$8,500	Cost of attendance less other financial aid	Total educational expenses for 1 year or for all 4 years minus financial aid	\$2,000 to total educational expenses for 1 year	4 times \$19,650
Aggregate Loan Limits	\$23,000 undergraduate; \$65,500 graduate and undergraduate combined	Cost of attendance less other financial aid	N/A	N/A	4 times \$19,650
Service/ Application Fee	4%	3%	\$55	None	None
Interest Rate	Variable 91-day T-bill + 3.1% Current rate: 8.25%*	1-yr T-bill + 3.1% Current rate: 8.38%*	Fixed Inception rate of 8.5% thru 5/96; variable quarterly set to 13-wk T-bill + 4.5%. Current variable rate is 10.25%*	Fixed rate expected to be 7.75–8.75%; variable based on monthly sale of commercial paper. Current rate is 8.9% (APR would be a bit higher)*	Same as MassPlan
Guaranty/ Origination Fee	None	1%	Up to 3%	3.75%	3.75%
Advantages	Low-Interest loans made to students even if they do not qualify for need-based aid; can defer payment until after graduation; in-school interest subsidy available based on need	Loan is federally guaranteed; low interest rate; extended repayment; choice of principal and interest payments or interest only available to borrowers choosing the college's suggested lender	Low monthly payments; allows 15 years to repay; home mortgage option; principal payments may be deferred while student is enrolled	Low monthly payments; allows 10–15 years to repay; home mortgage option	Same as MassPlan

Further details about the payment plans and loan options are included in the *Financing a Smith Education* handbook, mailed by the controller's office in April.

* As of 2/15/95

Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort to fully aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan. A brochure supplementing the information here is available from the Office of Financial Aid.

To determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that copies be sent to Smith. The FAFSA and PROFILE forms are available in December from high school guidance offices and from our Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive the output from an applicant's completed FAFSA and PROFILE, we calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada

Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 53).

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to students in emergency situations.

You must apply for financial aid at the time you apply for admission. If you do not, you will be ineligible to apply for or receive college aid until you have completed 64 credits at Smith (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you are not eligible to receive college grant aid or work-study jobs during these periods, you may still be eligible for loans, federal and state aid and some campus jobs. Exceptions may be made only if you have an unexpected family financial emergency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. More detailed deadline information is available in the brochure "Financing a Smith Education" and in individual Smith aid application packets.

Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year

class, but must include a financial aid transcript from each institution attended. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing *and* complete at least 32 credits at Smith.

Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. Grant aid from college funds is limited to the amount billed for tuition, activity fee and room and board if living in a campus house; federal or state grants and loans may pay a portion of other expenses. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence about admission should be addressed to the Ada Comstock Scholars Program Office. See page 47.

Financial Aid Awards

A financial aid award may be comprised of grants, suggested loans, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state and local scholarships for which she may be eligible.

LOANS

Most students borrow through the Federal Direct Stafford/Ford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described under "Payment Plans and Loan Options" in this chapter. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Inquiries about student loans should be addressed to the loan coordinator in the Office of Financial Aid.

CAMPUS JOBS

The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student

body) who received campus job offers as part of their aid packages. First-year students average eight hours a week for 32 weeks, usually for Residence and Dining Services, with a normal earnings ceiling of \$1,475. Students in other classes hold regular jobs averaging 10 hours a week for 32 weeks and can earn up to \$1,850. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but some students use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions.

GRANTS

Grants are gifts that do not require repayment by the student or her family. We participate in the Federal Pell Grant Program and receive a yearly allocation for Federal Supplemental Educational Opportunity Grants and Massachusetts state Gilbert Grants. Most grants, however, are awarded from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations and other organizations; and from general income.

OUTSIDE AID

Outside merit awards may be used to reduce a student's suggested loan; job; or family contribution, if permitted by federal regulations. The first \$500 in outside aid may be used as a direct dollar-for-dollar reduction. Any amount between \$501 and \$3,500 is used to reduce equally Smith Grant and the suggested loan, job or family contribution. Awards in excess of \$3,500 replace Smith Grant dollar for dollar. The Office of Financial Aid must be notified by July 1 of the award year in order to reduce the loan, job or family contribution. Outside aid received after July 1 will reduce the Smith Grant only.

Entitlement awards for state or federal sources and tuition subsidies based on parents' employment are not considered merit aid and reduce any Smith Grant dollar for dollar. One-half of rehabilitation benefits received will first reduce the standard suggested loan, up to one-half of the loan amount, and the remainder will reduce Smith Grant. Rehabilitation assistance for books goes directly to the student and does not affect the aid package. Need-based loans to the student from state or outside agencies may be used to replace either the suggested federal loan or job dollar for dollar.

MUSIC SCHOLARSHIPS

Each year the college awards scholarships equal to \$250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

The Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

SCHOLARSHIPS FOR NORTHAMPTON AND HATFIELD RESIDENTS

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a college student residence if space becomes available.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 8:30 a.m. and 4:30 p.m. Eastern time.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT I and SAT II tests (formerly known as Achievement Tests), or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–42.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's first year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations.

Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests (formerly the Achievement Tests), especially the one in Writing, are strongly recommended but not required. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open the possibility of Early Decision and to help her counselors

advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT I and SAT II tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 46 for further information.)

Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision applica-

tion to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	January 15
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
<i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>			
Submit the nonrefundable enrollment deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	July 15	July 15	July 15

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (pp. 51–52) for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March.

Deferred Entrance

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the first-year class for one year if she makes this request in writing to the director of admission by June 1.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semester at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. Decisions will be mailed by December 15. The suggested filing date for September entrance is February 15, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by April 5. Students whose applications are complete by May 1 will receive decisions by May 15. Candidates whose applications are complete by June 1 will receive decisions by June 15. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 43–44 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying on off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Entry is in September of each year. Applications must be completed by July 1 of the year of requested entry. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

Readmission

See Withdrawal and Readmission, page 54.

Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith College combines the rigorous academic challenges of our undergraduate program with a more flexible structure for women beyond traditional college age. All matters relating to the program are directed through the Ada Comstock Scholars Program Office.

Ada Comstock Scholars have vastly different backgrounds, yet each combines her wish to continue her education with motivation, stability and commitment in order to complete a Smith Degree.

The admission process includes the submission of official transcripts from all previously attended institutions and an interview with a member of the staff, as well as comprehensive essays. The application process must be complete by February 10; entrance to the program is in September only.

A student admitted as a student of traditional age normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application. An Ada Comstock Scholar must meet at least one of the following criteria, consistent with the federal government's guidelines defining independent students:

- 24 or more years old
- a veteran
- having dependent(s) other than a spouse.

Candidates who meet one or more of these criteria may not apply as transfer or first-year students.

A description of the program can be found on pages 10–11. For more information about fees, expenses and financial aid for Ada Comstock Scholars, refer to page 41. Inquiries, either in writing or by phone, may be addressed to the Ada Comstock Scholars Program Office.



Academic Rules and Procedures

Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; one of these years must be either the junior or the senior year. (For accelerated programs, see p. 10.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Election of Courses

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades.

Approved summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. See Academic Credit, pages 51–52.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

Admission to Courses

PERMISSIONS

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a year-long course at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

SEMINARS

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

SPECIAL STUDIES

Special Studies are open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required.

STUDENT-INITIATED COURSES

Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students

must enroll in the course. The procedures for initiating such a course are available in College Hall 23. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

INDEPENDENT STUDY

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

INTERNSHIPS

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

AUDITING

A student may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

AUDITING BY NONMATRICULATED STUDENTS

A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. A fee will be charged. Studio art courses are not open to nonmatriculated students. Records of audits are not maintained.

Changes in Course Registration

ADDING AND DROPPING COURSES

During the first 10 class days (up to September 20 in the first semester and February 9 in the second semester), a student may enter or drop a course with the approval of the adviser. *From the 11th through the 15th day of class* (up to September 27 in the first semester and February 16 in the second semester), a student may *enter* a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 13 in the first semester and March 1 in the second semester):

1. after consultation with the instructor;
2. with the approval of the adviser and the class dean; and
3. provided that other courses for at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the last day of classes, for any reason, without permission or penalty.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse *permission* to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. In addition, a fine of \$25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the six weeks, she will be administratively withdrawn.

Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and

election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Information is also available through the Five College on-line catalogue. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for an approved course at one of the other four institutions no later than September 20 in the first semester, and February 9 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 321–327 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, pass-fail procedures and deadlines for completing coursework and taking examinations. Regulations governing changes in enrollment in Five College courses are included in the students' registration packets each semester. Inquiries should be addressed to the registrar at the appropriate institution.

Academic Credit

Grading

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith indicate the following:

A	(4.0)	C–	(1.7)
A–	(3.7)	D+	(1.3)
B+	(3.3)	D	(1.0)
B	(3.0)	D–	(0.7)
B–	(2.7)	E	(0.0)
C+	(2.3)	S: satisfactory (C– or better)	
C	(2.0)	U: unsatisfactory	

SATISFACTORY/UNSATISFACTORY OPTION

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

- 1) the instructor approves the option;
- 2) the student declares the grading option by the end of the ninth week of classes (November 10 in the first semester, and April 5 in the second semester); and
- 3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used only (1) to make up a shortage of credits incurred through failure; (2) with

the approval of the administrative board, to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses taken after matriculation for the degree can be counted for the degree. No credit will be granted for summer-school courses taken before matriculation as a first-year student. With the prior approval of the class dean, the credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student enters her senior year only after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. No credit will be given for Interterm courses taken elsewhere (including those offered on other Five College campuses), and students may not take more than four credits during any one Interterm at Smith.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Repeating Courses

Normally courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

A first-year student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester. A first-year student with a grade point average between 1.8 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the administrative board, the honor board, the judicial board or the dean of the college. There will be no refund for tuition or room fees.

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

Leaves, Withdrawal and Readmission

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for academic reasons (on a Smith or non-Smith program) or for personal reasons may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The reservation deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her reservation deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Medical Leave

If a student leaves the college on the advice of the health services, confirmation will be sent to her and her family by the registrar. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the director of health services for evaluation, and a personal interview may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. The official date of withdrawal recorded on the student's record is the last day the student attended classes at Smith College.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before December 1. The administrative board acts upon all requests for readmission. Normally, students who have withdrawn from the college must be away for at least one full semester.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

Graduate Study

At Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal enjoyment or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts (in dance and theatre), master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, students from foreign countries may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individu-

ally to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program; and financial aid forms before February 15. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before February 1 of the proposed year of entry into the program. Applications for the master of arts program in Italian must be received on or before January 15 of the proposed year of entry into the program; applications for the master of fine arts program in dance (without financial aid) must be received on or before March 1 of the proposed year of entry into the program; applications for the master of education of the deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their creden-

tials in the spring but may apply (without financial aid) as late as April 15 for first semester. The deadline for second-semester applications (without financial aid) is December 1. Applicants must submit their credentials and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Candidates are asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Affirmative Action, College Hall #3, (413) 585-2141, 2142.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. With the approval of their academic ad-

viser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Degree Programs

Master of Arts

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for gradu-

ate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of history, physics and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

BIOLOGICAL SCIENCES

Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We offer opportunities for advanced study and research in a wide variety of specializations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

EDUCATION AND CHILD STUDY

At least three courses in education above the introductory level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 552a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination. Applicants should contact the chair of the Department of Education and Child Study to discuss their field of study.

ITALIAN

Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

MUSIC

The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

RELIGION

Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate must have completed undergraduate studies in religion and in related fields such as can satisfy the department that he or she has the demonstrated competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

Master of Arts in Teaching

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, English, French, geology, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer ses-

sion. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. (International students not seeking certification are exempt from the summer program.) The student without teaching experience takes 16 credits in the teaching field and 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 12 to 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and normally no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B— or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Office of Graduate Study, Lilly Hall 106, Northampton, Massachusetts 01063.

Master of Fine Arts (Department of Dance)

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Performance, production, choreography and history of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Rodger Blum, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300-level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the

degree, all work must receive a grade of at least B-minus, but the degree will not be awarded to a student who has no grade above this minimum.

Master of Science in Exercise and Sport Studies

The Department of Exercise and Sport Studies offers a two-year program specializing in the coaching of women's sports. A bachelor's degree or its equivalent is required. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal 52 credits. To be counted toward the degree, all work, including the thesis or Special Studies, must earn a grade of at least B-. Courses for graduate credit may not be taken on a pass/fail basis.

Doctor of Philosophy

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by

Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Master/Ph.D. of Social Work

The School for Social Work offers a master's degree with one specialization: clinical social work. The program develops a master of clinical theory and practice as well as an understanding of the social, social service and policy contexts of practice. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research, education and practice, and extensive post-graduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of univer-

sity-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Personal Services

Housing

Two on-campus housing options may be available for graduate students for the 1995-96 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate

Study. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

ROOM-ONLY PLAN

Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. The fee of \$3,000 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

ROOM-AND-BOARD PLAN

Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. The fee of \$6,670 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students born after January 1, 1957 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the doctors' office (outpatient department) and to participate in the Smith College health insurance program as follows:

DOCTORS' OFFICE (OUTPATIENT DEPARTMENT)

Use requires a health report as described in the first paragraph of this section. Failure to provide

this information will result in a charge of \$50 plus laboratory fees at the time of the first visit; immunization fees are separate.

HEALTH INSURANCE

The college has its own insurance plan, underwritten by Chickering Benefit Planning, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

Massachusetts law requires that each student have adequate health insurance, so we offer a health insurance plan through the Chickering Group. Details will be mailed to students as a separate mailing from the first-semester bill. Enrollment in the Smith insurance plan may be canceled for students who can demonstrate comparable coverage. Students have until August 1 to cancel enrollment in the insurance.

Finances

Tuition and Other Fees*

Application fee	\$45
Tuition for full-time work, for the year** ...	\$19,650
Tuition for part-time work, per four-credit course	\$2,460
Fee per one-credit course	\$615
Summer Intern Teaching Program tuition for degree candidates	\$1,000
Continuation fee, per semester	\$50
Room and board for the academic year†	\$6,670
Room only for academic year	\$3,000
Health insurance (if coverage will begin September 1)	\$808
(if coverage will begin July 1)	\$696

* Subject to change

** This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

For additional information concerning fees for practical music and studio art see page 35.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15 and for the second semester by January 15. Balances unpaid at this time are subject to a Late Payment Fee (LPF) equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

Deposit

A general deposit of \$100 is required from each student upon admittance. (This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

Refunds

Please refer to pages 35–37 for full information on refunds.

Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due February 15: the Financial Aid Form (FAF); the Free Application for Federal Student Aid (FAFSA); a copy of parents' IRS form 1040, upon request; a copy of student's IRS form 1040, 1040A or 1040EZ; and a financial aid transcript from each college or university attended.

Several scholarships are available for international students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at present is \$8,450 for the first year and \$8,850 for the second year. Teaching fellows receive assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal Stafford Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has recently instituted a forgivable loan pilot program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent. If this program proves to be

successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

Changes in Course Registration

During the first 10 class days (up to September 20 in the first semester and February 9 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

From the 11th through the 15th day of class (up to September 27 in the first semester and February 16 in the second semester), a student may *enter* a course with the permission of the instructor, the adviser and the director of graduate study.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 13 in the first semester and March 1 in the second semester):

- 1) after consultation with the instructor; and
- 2) with the approval of the adviser and the director of graduate study.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.



Courses of Study, 1995–96

	Designation	Academic Division
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Major in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Major and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Minor in the Department of East Asian Languages and Literatures*	EAL	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Interdepartmental Minor in Engineering	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I

Key: Division I The Humanities
 Division II The Social Sciences and History
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Majors in the Department of French Language and Literature	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of Geology	GEO	III
Majors and Minors in the Department of German Studies	GER	I
Majors and Minors:		
German Literature Studies	GLS	I
German Culture Studies	GCS	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Major and Minor in the Department of Italian Language and Literature	ITL	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Major and Minor in Latin American Studies	LAS	I/II
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Sciences	MSC	III
Major and Minor in the Department of Mathematics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor in the Department of Music	MUS	I
Interdepartmental Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion and Biblical Literature	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in Sociology	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Majors: Spanish	SPN	I
Latin American Literature	SLL	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPN	I
Latin American Literature	SLL	I
Major and Minor in the Department of Theatre	THE	I

*Portuguese language courses are designated POR.

Interdepartmental Minor in Third World Development Studies	TWD	I/II
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Women's Studies	WST	I/II/III
Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in the History of Western Ideas	HWI	I/II
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Middle East Studies	MEC	
Five College Self-Instructional Language Program	SIL	
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400	Special Studies
	400a/b (variable credit, as assigned)
	404a (first semester, four credits)
	404b (second semester, four credits)
	408d (full year, eight credits)

410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Thesis (full year, eight credits)
431a	Honors Thesis (first semester, eight credits)
432d	Honors Thesis (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall, a “b” in the spring; a “j” indicates a course offered for credit during Interterm; a “c” indicates a summer course; and a “d” indicates a full-year course in which credit is granted after two semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately

with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a Forms of Writing
ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a Introduction to Biology
BIO 112b A continuation of 111a
Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed "101a, 102b. Prerequisite for 102b is 101a."

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.
- Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory of intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and described in that department's course listings.

COURSES WITH LIMITED ENROLLMENT

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a

seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

INSTRUCTORS

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- * absent for the first semester
- ** absent for the second semester
- § director of a Junior Year Abroad Program
- ¹ appointed for the first semester
- ² appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

MEETING TIMES

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

OTHER SYMBOLS AND ABBREVIATIONS

dem.: demonstration course

lab.: laboratory

Lec.: lecture

sect.: section

dis.: discussion

(): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.

(E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.

(C): The history department uses a "C" in parentheses after the course number to design-

nate colloquia that are primarily reading and discussion courses limited to 20 students.

(L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

L: The dance and theatre departments use an “L” to designate that enrollment is limited.

P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.

AP: Advanced Placement. See pp. 51–52.

S/U: Satisfactory/unsatisfactory. See p. 51.

[] Courses in brackets will not be offered during the current year

{ } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 27 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a backslash, e.g., {L/H/F}:

- L Literature
- H Historical studies
- S Social science
- N Natural science
- M Mathematics and analytic philosophy
- A The arts
- F A foreign language

Afro-American Studies

Associate Professors

Cynthia Smith, Ph.D.

Louis E. Wilson, Ph.D., *Chair*

Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

Instructor

Ann Arnett Ferguson, Ph.D.

Lecturer

'Ed Ferguson, Ph.D.

Mendenhall Fellow

Roseanne M. Adderley

Students majoring or minoring in Afro-American studies must take two of 111a, 113a, or 117a.

111a Introduction to Black Culture

An introduction to the multidisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts, and the social, political, cultural and economic experience of people of African ancestry, focusing on the United States. {S} 4 credits

Ann Ferguson

M W F 11 a.m.–12:10 p.m.

113a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature. {L} 4 credits

Cynthia Smith

T Th 1–2:50 p.m.

117a History of Afro-American People

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems and the Afro-American's resistance; the rise of Jim Crow; protest philosophies of W.E.B. DuBois, Booker T.

Washington and Marcus Garvey; the tactics of A. Phillip Randolph, Martin Luther King, Jr., Malcolm X and Shirley Chisholm. {H} 4 credits

Louis Wilson

M W F 1:10–2:30 p.m.

212b Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural and class variables on contemporary Afro-American families, using current research, family cases and implications of public policy. {S} 4 credits

Ann Ferguson

T Th 10:30–11:50 a.m.

SOC 213b Ethnic Minorities in America

THE 214a Black Theatre

[217b History of the Afro-American Woman and the Feminist Movement, 1830 to Present]

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. Recommended: 111a or b, 113a, or 117b. To be offered in 1996–97. {H} 4 credits

[218b History of Southern Africa (1600 to about 1980)]

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. To be offered in 1996–97. **(H)** 4 credits

Louis Wilson

SOC 218a Urban Sociology**220a Women of the African Diaspora**

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of the United Kingdom, North America, Latin/South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology or women's studies. **(S)** 4 credits

Ann Ferguson

M W F 9–9:50 a.m.

ANT 231a Africa: A Continent in Crisis**237b Major Black Writers**

This is a course in which we read five works by black male writers and five works by black female writers. We will ask—among other questions—what role gender plays in shaping themes, structures and other literary devices within the selected works. We will read such classic works as *Native Son*, *Invisible Man* and *Go Tell It On the Mountain* along with such newer works as *Beloved*, *The Color Purple*, *Wild Seed* and *Corregidora*. **(L)** 4 credits

Cynthia Smith

M W F 11 a.m.–12:10 p.m.

PHI 240b Philosophy and Women**243b Afro-American Autobiography**

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Maya Angelou's *I Know Why the Caged Bird Sings* and Patricia Williams' *The Alchemy of Race and Rights*. **(L)** 4 credits

Cynthia Smith

M W F 9–9:50 a.m.

245b The Harlem Renaissance: 1912–1940

An interdisciplinary study of the Harlem Renaissance period. Literary texts from this period mirror a variety of cultural, social and political concerns. Topics to be explored include Africa consciousness, class and color consciousness, the social role of art and the politics of protest. Prerequisite: 113 or permission of the instructor. **(L)** 4 credits

Cynthia Smith

M W F 2:40–4 p.m.

PSY 267a Psychology of the Black Experience**270b The History of Afro-Americans in the South From the Civil War to the End of World War II**

Topics include the Civil War, Reconstruction, the Populist revolt, disfranchisement and segregation, and the reimposition of white supremacy. The emergence of Black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington, W.E.B. DuBois and others will also be discussed. **(H)** 4 credits

Louis Wilson

M W F 1:10–2:30 p.m.

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism" and the importance of Afro-

Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Enrollment limited to 40. Not open to first-year students. Recommended: 117. {H} 4 credits

Louis Wilson

T Th 10:30–11:50 a.m.

287a History of Africa to c. 1900

A survey of African cultural, economic and political development from prehistory to the beginning of colonial rule. The course surveys African cultures and migrations from 6000 B.C. to c. 1900; the development of economic and political systems in response to the continent's diverse environments; and the notable states and empires of the Nile Valley, the West African Sudan, the West African forests, central and southern Africa, the Swahili coast and the interlacustrine region of East Africa. {H} 4 credits

Ed Ferguson

T Th 3–4:50 p.m.

THE 315b Colloquium: African and Caribbean Theatre

GOV 321b Seminar in Comparative Government

321b Seminar: Afro-American Folk Culture

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept and the artistic image as related to cultural and political forces within the popular culture. Prerequisites: 111a. {S} 4 credits

Ann Ferguson

W 7:30–9:30 p.m.

326b Seminar: The Sociocultural

Development of the Afro-American Woman
Examines the Afro-American woman as a member of an ethnic group. Includes study of the develop-

ment of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. {S} 4 credits

Ann Ferguson

T Th 3–4:50 p.m.

335b Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the 13th amendment. Recommended background: 117a. {H} 4 credits

Louis Wilson

T Th 1–2:50 p.m.

348a Black Women Writers

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gail Jones and Audre Lorde. {L} 4 credits

Cynthia Smith

T Th 9–10:20 a.m.

404a Special Studies

Required for senior majors. 4 credits

404b Special Studies

4 credits

Courses in other departments recommended for and related to the major in Afro-American Studies: [ANT 232a], [340b]; DAN 272a, 375b; [ECO 230b]; [GOV 311b]; HST 266a, 267b, 273a, 275a, [276b]; PSY 267a; SOC 203b.

The Major

Adviser: Cynthia Smith.

Adviser for Study Abroad: Louis Wilson.

Basis: two of the following: 111a, 113a, 117a.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

The Minor

Adviser: Ann Ferguson.

Basis: two of the following: 111a, 113a, or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history or the historical, social and literary study of the Afro-American woman.

Honors

Director: Cynthia Smith.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

American Studies

Daniel Horowitz, Ph.D., Professor of American Studies and of History, *Director and Acting Director, Diploma Program in American Studies*

Helen Lefkowitz Horowitz, Ph.D., Professor of History and of American Studies

Marjorie Richardson, M.A., Lecturer

Marc Pachter, Ph.D., Lecturer

Richard Todd, B.A., Visiting Writer

¹Sherry Marker, M.A., Lecturer

¹Robert Nylen, M.B.A., Lecturer

²Kenneth Hafertepe, Ph.D., Adjunct Associate Professor

²Dong-il Lee, Ph.D., Lecturer

American Studies Committee

Robert Averitt, Professor of Economics

Daniel Horowitz, Professor of American Studies and of History

Helen Lefkowitz Horowitz, Professor of History and of American Studies

Donald Leonard Robinson, Professor of Government

^{**}Peter Isaac Rose, Professor of Sociology and Director, Diploma Program in American Studies

^{*}Helen E. Searing, Professor of Art

Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature

Richard Fantasia, Associate Professor of Sociology

^{*}Richard Millington, Associate Professor of English Language and Literature

Louis Wilson, Associate Professor of Afro-American Studies

^{**}Susan Clark, Assistant Professor of Theatre

John Davis, Assistant Professor of Art

Alice Hearst, J.D., Instructor in Government

Ben Singer, Instructor in Film Studies

Marjorie Richardson, Lecturer in American Studies

Sherrill Redmon, Director of the Sophia Smith Collection

100a Ideas in American Studies

A mosaic of American Studies ideas presented by members of the Smith College faculty and, on occasion, selected outside speakers. Topic for 1995–96: America in the 1930s. (E) {H/S} 1 credit

Robert Averitt (Director) and staff

Th 7:30–8:45 p.m., first six weeks of the semester

201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the

question of race, the roles of women, family structure, social class and urban experience. Normally taken in the sophomore year. Not limited to American studies majors. {L/H} 4 credits

Helen Lefkowitz Horowitz, Richard Millington, Marjorie Richardson

T Th 1–2:30 p.m.

202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Prerequisites: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. {H/S} 4 credits

Daniel Horowitz

T Th 1–2:30 p.m.

202b Methods in American Studies

A repetition of 202a. 4 credits

Daniel Horowitz

T Th 1–2:30 p.m.

220a Colloquium

Topic for 1995–96: The 20th Century Magazine. The course will begin with an exploration of the Muckrakers, investigative reporters and social critics in the early 20th century, move to the quiet of Norman Rockwell's simple America of the *Saturday Evening Post* and end with the jagged post-modern cyberworld of *Wired*. It will explore picture magazines, news magazines and upper-middlebrow magazines. The course will include a practicum. Enrollment limited to 20. {H/S} 4 credits

Robert Nylan

M W 2:40–4 p.m.

221b Colloquium

Topic for 1995–96: The American Teacher: The History and Sociology of "Women's True Profession." This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives, and to understand the roots of its status as "special, but shadowed." Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960s and the recent attempts to elevate the teacher's professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher and ethnographies of classroom life. Enrollment limited to 20. {S} 4 credits

Rosetta Marantz Cohen

T Th 10:30–11:50 a.m.

230b Colloquium: The Asian American Experience

This course will explore the experiences of Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socioeconomic effects of racism; the different experiences of men and women depend-

ing on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are Asian Americans considered the "model minority"? Are they imbued with a strong cultural work ethic? What does it mean to be "American" and yet be considered a stranger from a different shore? Readings for the course will include historical and anthropological studies as well as fictional material. Admission by permission of the instructor. Enrollment limited to 25. {H/S} 4 credits

Dong-il Lee

T Th 3–4:50 p.m.

302b Seminar: The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, MA. Enrollment limited. {H/A} 4 credits

Kenneth Hafertepe

M 2–4 p.m.

340b Symposium in American Studies

Limited to senior majors. Contact American Studies office for details.

A. Topic in Political Economy

Topic for 1995–96: Leadership in the White House. Traditional rankings put presidents in categories from great (Lincoln, FDR) to mediocre (Madison, Coolidge) and failures (Grant, Nixon). After exploring the reasons for these rankings and what they reveal about American values and mythologies, students will produce their own evaluations of particular White House figures. Some may wish to focus on people other than presidents as exemplars of leadership: Dolley Madison, Edith Wilson, Eleanor Roosevelt, Hillary Rodham Clinton. {S} 4 credits

Donald Robinson

W 7:30–9:30 p.m.

B. Topic in Cultural Studies

Topic for 1995–96: Presentations of the Self: Male and Female. The course will focus on the ways that

men and women have been portrayed in portraits and biographies. Using the resources of the Smith Museum of Art, we will examine the myriad ways in which American artists and writers have presented their subjects. It is anticipated that members of the class will explore works of art and biography and develop an exhibition in the Mellon room of the museum. There may be field trips to Boston and Worcester. **{H}** 4 credits

Helen Lefkowitz Horowitz

T 3–4:50 p.m.

350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the instructor. **{L/S}** 4 credits

Sberry Marker

T 3–4:50 p.m.

351b Seminar: Writing About American Society

A repetition of 350a. **{L/S}** 4 credits

Richard Todd

Th 3–4:50 p.m.

400a Special Studies

Admission by permission of the instructor and the director. 1 to 4 credits

404b Special Studies

Admission by permission of the instructor and the director. 4 credits

408d Special Studies

Admission by permission of the instructor and the director. 8 credits

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410a Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only. 4 credits

Donald Robinson, Director

411a Seminar: Telling Lives: 20th-Century American Biography

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and

subject, changing fashions in biography, and biography's links to the novel, to history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. {H} 4 credits

Marc Pachter

412a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. 8 credits

Donald Robinson, Director

Requirements for the American Studies Major

Advisers: Robert Averitt, Susan Clark, John Davis, Richard Fantasia, Alice Hearst, Daniel Horowitz, Helen Lefkowitz Horowitz, Richard Millington, Donald Robinson, Peter Rose, Helen Searing, Susan Van Dyne, Louis Wilson.

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American Studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each.

Requirements: 12 semester courses, as follows:

1. One survey course in history, economic history, literature, history of art, or history of drama of the United States;
2. 201 and 202;

3. Seven courses in the American field, at the intermediate level or above. At least four must be related in a coherent manner. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected;
4. One course that will enable explicit comparisons between the United States and another society, culture or region;
5. 340.

Honors

Director: Daniel Horowitz.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the seven courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

Diploma in American Studies

Director: Peter Rose (on leave).

Acting Director for 1995–96: Daniel Horowitz.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines, and American Studies 570b, Diploma Thesis (see note below).

555a Seminar: American Society and Culture

Topic for 1995–96: Social, Political and Cultural
Issues to 1880. For Diploma students only. 4 credits

Donald Weber

M 7:30–9:30 p.m.

556b Seminar: American Society and Culture

Topic for 1995–96: Social and Political Issues
since 1880. For Diploma students only. 4 credits

Daniel Horowitz

W 7:30–9:30 p.m.

570b Diploma Thesis

4 credits

Peter Rose and others

Ancient Studies

Adviser: Richard Lim, Assistant Professor of History

Requirements for the major in Ancient Studies:

Basis: GRK 100d or LAT 100d or 111b (or the equivalent); either HST 202a or [204a]. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level and above) or LAT (200 level and above); two from ancient history (200 level and above); and three from such courses as ARC 211a, ARH [209b], [211b], [212a], [214a], 215b, [310b], CLS 227a, [230a], 230b, EDC 221a, GOV 261a, PHI 124a, REL 210a, 220b, [285a], 287b, 333a.

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Honors

Director: Richard Lim.

431a Thesis
8 credits

Requirements: the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

Anthropology

Professors

Elizabeth Erickson Hopkins, Ph.D.

*Frédérique Apffel-Marglin, Ph.D.

Associate Professor

Donald Joralemon, Ph.D., *Chair*

Assistant Professors

Ravina Aggarwal, Ph.D.

Elliot Mayer Fratkin, Ph.D.

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. **{S}** 4 credits
Elliot Fratkin, Lec. M W 11 a.m.–12:10 p.m.; dis. F 10–10:50 a.m. or F 11–11:50 a.m.

Donald Joralemon, T Th 1–2:50 p.m.

130b Introduction to Cultural Anthropology

A repetition of 130a. **{S}** 4 credits
Ravina Aggarwal, Lec. M W 11 a.m.–12:10 p.m.; dis. T 9–9:50 a.m. or T 10:30–11:20 a.m.
Frédérique Apffel-Marglin, T Th 10:30–11:50 a.m.

131b Perspectives on Human Behavior and Evolution

The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political

implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? **{S}** 4 credits

Elizabeth Hopkins

Lec. M W 2:40–4 p.m.; dis. M 7:30–8:20 p.m., W 11–11:50 a.m.

231a Africa: A Continent in Crisis

Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the social, political and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period and in the intensifying global pressures of the postwar world and Cold War politics. **{H/S}** 4 credits

Elizabeth Hopkins

M W 2:40–4 p.m.

[232a Politics in Non-Western Societies]

The nature of political behavior and the political process. The biology of domination. Survey of traditional political systems from the hunting band to the African state and the Inca Empire. The continuing vitality of traditional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects and Muslim fundamentalism as instruments of political action. Forging a national identity: ideology and reality. Special emphasis will

be placed on sub-Saharan Africa and on the native Americas. To be offered in 1996–97. **{H/S}**
4 credits

233b The Anthropology of Religion

A survey of the main fields of “religion” from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their gods, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon. (E) **{S}** 4 credits

Ravina Aggarwal

M W 2:40–4 p.m.

[235b Ritual and Myth]

The first part of this course will examine orality and literacy in the context of the study of myth as well as the mythic character of scientific discourses. The second part of the course will examine the effect of a rationality dominated knowledge system on the understanding of ritual. Several case studies of rituals in both Western and non-Western societies will be studied as embodied forms of knowledge and efficacy. Prerequisite: 130 or permission of the instructor. To be offered in 1996–97. **{S}** 4 credits

236b Economic Anthropology

This course examines economic processes of production, exchange and consumption from cross-cultural and historical perspectives. In particular we compare the economics of kinship, tributary and capitalist systems using ethnographic examples to discuss incorporation and resistance to the global economy by non-western societies. **{S}** 4 credits

Elliot Fratkan

M W F 11 a.m.–12:10 p.m.

[237b Native South Americans: Conquest and Development]

The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. To be offered in 1996–97. **{H/S}** 4 credits

Donald Joralemon

241b Anthropology of Development

The anthropology of development and social change is examined by comparing the approaches of three distinct explanatory models: modernization theory, political economy, and alternative and participatory organization. Who sponsors development programs and why? How are power, ethnicity and gender differences affected? The course will discuss issues of gender, health care, population growth and economic dependency with readings from Africa, Asia and Latin America. 4 credits

Elliot Fratkan

T Th 9–10:20 a.m.

242b Psychological Anthropology

The anthropological study of problems in psychological and psychiatric theory, including the nature of “primitive” thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease and the cultural determination of modes of thought.

{S/N} 4 credits

Donald Joralemon

T Th 10:30–11:50 a.m.

[243b The Pursuit of Ecology: Gender, Knowledge, Culture]

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will begin by taking stock of the situation ecologically and will end with a suggestion of what an ecological way of life might look like. Prerequisite: 130 or WST 250 or permission of the instructor. To be offered in 1996–97. **{S}** 4 credits

Frédérique Apffel-Marglin

244b Woman/Body/Self Cross-Culturally

The course will examine critically the categories “woman,” “body,” “self.” It will make use of extensive material from other cultures as well as

subcultures in the U.S. and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works.

{S} 4 credits

Frédérique Apffel-Marglin

T Th 1–2:30 p.m.

245a Anthropology and Tourism

This course explores travel as a way of knowing the world. Through a survey of ethnographies, films, tourist brochures and travel guides, we examine the transforming role that tourism plays on the environment, art, religion, music, family and gender statuses of both hosts and guests. We will also consider some consequences of global and economic pressures and indigenous counter-developmental measures. Prerequisite: ANT 130 or permission of the instructor. **{S}** 4 credits

Ravina Aggarwal

M W 1:10–2:30 p.m.

248a Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits

Donald Joralemon

T Th 10:30–11:50 a.m.

330a History of Anthropological Theory

A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and experimental ethnography (feminist, indigenous and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. **{S}** 4 credits

Ravina Aggarwal

M 7:30–9:30 p.m.

DAN 375b The Anthropology of Dance

4 credits

Yvonne Daniel

To be arranged

Seminars

[340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]

341b Seminar: Ritual, Ideology and Power

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity, radical Islam and American fundamentalism as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will include sub-Saharan Africa, Latin America, Native North America, the Middle East and modern American society. Permission of the instructor is required.

{H/S} 4 credits

Elizabeth Hopkins

T 3–4:50 p.m.

[342b Seminar: Topics in Anthropology]

To be offered in 1996–97. **{S}** 4 credits

[343b Seminar: Knowledge and Power: The Encounter Between Western Science and India]

This seminar will focus on India and the West. We will first situate the dominant way of knowing historically and identify its epistemology and ontology. We will then look at the impact Western science has had on Indian ways of knowing, exploring their historical roots. We will follow the debates in India on science as well as the road India has taken since independence. We will also focus on resistances to the dominant model and the many experiments in Gandhian and alternative science going on in India today as well as parallel developments in the U.S. To be offered in 1996–97. **{S}** 4 credits

344b Seminar: Topics in Medical Anthropology

Topic for 1995–96: Healers in Cultural Perspective. The seminar will focus on healing roles, from shamans to surgeons, and on the cultural underpinnings of their practices. Student projects will seek to extend traditional ethnomedical analyses to incorporate a political/economic perspective.

Prerequisite: 248 or permission of the instructor.

{S/N} 4 credits

Donald Joralemon

T 3–4:50 p.m.

General Courses

404a Special Studies

By permission of the department, for junior and senior majors. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Anthropology

Advisers: Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Adviser for Study Abroad: Donald Joralemon.

Requirements: 130 or 131 (basis), 330, one seminar in the department, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors concentrating in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year. The concentration may be undertaken either within the anthropology major or as a minor in anthropological archaeology (see below).

The Major in Sociology and Anthropology

Advisers: Frédérique Apffel-Marglin, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

The Minor in Anthropology

Advisers: Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar in the department.

Honors

Director: Elizabeth Hopkins.

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements:

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

Concentration in Anthropological Archaeology

Students wishing to concentrate in anthropological archaeology within the Archaeology Minor (see page 85) should take ARC 211 and ANT 131 at Smith. A number of courses in archaeology are available at the University of Massachusetts. Among those which will be offered in 1995–96 are:

ANTH 367b	Archaeology Survey: Method and Practice
ANTH 369a	North American Archaeology
ANTH 397a	Andean Archaeology and Pre-History
ANTH 397b	Anthropology of Material Culture
ANTH 582b	History of Archaeology

Concentration in Biological Anthropology

The following courses, which will be offered at the University of Massachusetts in 1995–96, may be used to fulfill a concentration in biological anthropology:

ANTH 208b	Human Ecology
ANTH 271b	Human Evolution
ANTH 317a	Primate Behavior
ANTH 371b	Primate Evolution
ANTH 397Da	Growth and Development
ANTH 597Ab	Women and Health
ANTH 597Bb	Advanced Skeletal
ANTH 597Ca	Human Structure
ANTH 597Ea	Anthropological Genetics

Archaeology

Advisory Committee

H. Allen Curran, Professor of Geology
 Bruce Dahlberg, Professor of Religion and Biblical Literature, *Director*
 Karl Donfried, Professor of Religion and Biblical Literature
 Justina W. Gregory, Professor of Classical Languages and Literatures
 Elizabeth Hopkins, Professor of Anthropology
 †Caroline Houser, Associate Professor of Art

‡Barbara Kellum, Associate Professor of Art
 Dana Leibsohn, Assistant Professor of Art
 Richard Lim, Assistant Professor of History
 Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

†Neal Salisbury, Professor of History

Lecturer

‡Jane A. Barlow, Ph.D.

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of ancient Cyprus. Enrollment limited to 30. **{H/S}** 4 credits

Jane A. Barlow

T Th 10:30–11:50 a.m.

REL 212b Archaeology in Religion Studies

404a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. 4 credits

404b Special Studies

4 credits

424c Archaeological Fieldwork

Experience in actual excavation and analysis of its

results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs. **{H}** 2 or 4 credits

The Minor

Requirements:

1. ARC 211.
2. Fieldwork is normally required, whether for academic credit or without academic credit, and it can be done in a variety of ways and places. Credit for academically approved fieldwork may count as one of the six courses required for the minor. Consult the director and members of the advisory committee about approved field programs.
3. Four additional courses (if the fieldwork carries academic credit) or five (if the fieldwork does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the advisory committee (above) or from among suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers. See also 404a, b (above).

No more than two courses counting toward the student's major program may be counted toward the archaeology minor.

Advisers: Any member of the Archaeology Advisory Committee (above).

Art

Professors

**Elliot Offner, M.F.A.
 *Helen Searing, Ph.D.
 Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)
 **Chester J. Michalik, M.F.A.
 †Jaroslaw Volodymyr Leshko, Ph.D.
 Dwight Pogue, M.F.A., *Chair*
 Gary L. Niswonger, M.F.A.
 Craig Felton, Ph.D.

Associate Professors

Susan Heideman, M.F.A.
 †Caroline Houser, Ph.D.
 A. Lee Burns, M.F.A.
 †Barbara A. Kellum, Ph.D.

Harnish Visiting Artist

Jane Tuckerman

Assistant Professors

Brigitte Buettner, Ph.D.
 Martha Armstrong, M.A.
 John Davis, Ph.D.
 §John Moore, Ph.D.
 Dana Leibsohn, Ph.D.
 Eric Garberson, Ph.D.

Instructor

Lee Ann Riccardi, M.A.

Lecturers

Richard S. Joslin, M.Arch.
 Carl Caivano, M.F.A.
 Katherine Schneider, M.F.A.
 Suzannah Fabing, A.M.
²John Gibson, M.F.A.
¹Connie Pogue, M.A.
¹David Gloman, M.F.A.

Many courses are offered in alternate years; students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages, especially German, Italian and French, is recommended for historical courses. BIO 200d is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Prospective majors who have received Advanced Placement credit but do not pass the ARH 100d exemption exam need to take ARH 100d.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. THE HISTORY OF ART

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.

Introductory Course

There are no prerequisites for ARH 100d; it is open to everyone.

Survey

ARH 100d Introduction to the History of Art (L)

Historical and analytical study of representative major works of art from antiquity to the present. Credit is given only upon completion of both semesters. Art majors must take this course for a letter grade. **{H/A}** 8 credits

Directors: *Brigitte Buettner (first semester); Dana Leibsohn (second semester)*

M W F 11 a.m.–12:10 p.m. and one 50-minute discussion section

Lectures and Colloquia

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

Asian, African, Pre-Columbian and Native American

ARH 201a American Indian Art and Architecture

An introduction to American Indian art and architecture from the United States and Canada. Concentrating on the modern and contemporary periods, this course focuses on two themes: how specific works of art and architecture operate in indigenous contexts, and current debates over the production, collection and exhibition of American Indian arts. Recommended background: 100d. **{H/A}** 4 credits
Dana Leibsohn

M W 1:10–2:30 p.m., F 1:10–2:30 p.m. at the option of the instructor

[ARH 204a Arts of the Pre-Columbian Andes (L)]

An introduction to the art history of prehispanic Andean cultures emphasizing the historical and political contexts of art and architecture produced before A.D. 1550. This class focuses on recent issues in prehispanic art history and archaeology, concentrating on city planning, ceremonial architecture and funerary arts and architecture. To be offered in 1996–97. **{H/A}** 4 credits

[ARH 205b Arts of Pre-Columbian Mesoamerica (L)]

An introduction to the art history of prehispanic Mesoamerica emphasizing the historical, political and socio-economic contexts of art and architecture produced between 1500 B.C. and A.D. 1500. With a focus on Aztec, Teotihuacano, Maya, Mixtec and Olmec works, this class examines how city planning and ceremonial architecture have been invested with significance, the political meanings of pre-Columbian sculpture and the current debates in prehispanic art history. To be offered in 1997–98. **{H/A}** 4 credits

Dana Leibsohn

[ARH 207b The Art of China (L)]

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208. To be offered in 1996–97.

{H/A} 4 credits

ARH 208b The Art of Japan (L)

The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207. **{H/A}** 4 credits

Marylin Rbie

M W 1:10–2:30 p.m.

[ARH 213a The Art of India (L)]

Ancient

[ARH 209b Etruscan Art (L)]

An examination of the forms of painting, sculpture and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The “irregularities” of Etruscan art, its relation to Greek art and the questions it poses to our conception of the canon of Western art are explored. To be offered in 1996–97. **{H/A}** 4 credits

[ARH 210b The Art of Ancient Egypt and the Aegean Bronze Age (L)]

[ARH 211b The Art of Greece (L)]

Architecture, sculpture, painting and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. To be offered in 1996–97. {H/A} 4 credits

[ARH 212a The Art of Rome (L)]

A consideration of the art of the Roman world as the first “modern art” in terms of the richness of its stylistic diversity. Roman architecture, sculpture and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political and religious environment that produced them. To be offered in 1996–97. {H/A} 4 credits

[ARH 214a Greek Sculpture (C)]**ARH 215b Ancient Cities and Sanctuaries (L)**

A study of selected Egyptian, Greek and Roman sites as revealed by archaeological, literary and historical evidence. Planning, architecture and artistic forms as shaped by social, political and religious factors. {H/A} 4 credits

Lee Ann Riccardi

M W F 9–9:50 a.m.

Medieval

[ARH 221a Early Medieval Art (L)]

Architectural, sculpted and pictorial arts from the Migration, Hiberno-Saxon, Carolingian and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; “paganism” and Christianity; royal, monastic and female patronage. To be offered in 1996–97. {H/A} 4 credits

[ARH 222b Romanesque Art (L)]

Architectural, sculpted and pictorial arts from the 11th–12th centuries in France, Spain, Germany, Italy and England. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social and gender identities. To be offered in 1996–97. {H/A} 4 credits

ARH 224b Gothic Art (L)

Religious and secular architectural, sculpted and pictorial arts from the 12th through the early 15th

century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy and changes in devotional attitudes. Offered in alternate years. {H/A} 4 credits

Brigitte Buettner

M W F 11 a.m.–12:10 p.m.

Renaissance, Baroque and Rococo

[ARH 233a Early Italian Renaissance Art (L)]

Painting, sculpture and architecture from 1225 to 1475. Recommended background: 100d. To be offered in 1996–97. {H/A} 4 credits

ARH 234a Renaissance Architecture (L)

Fifteenth- and 16th-century architecture in Italy, with some attention to medieval precedents and concurrent development elsewhere in Europe. Emphasis on the revival of antiquity, the changing role of the architect, architectural theory, and the programmatic and symbolic function of building types. Recommended background: 100d. Offered in alternate years. {H/A} 4 credits

Eric Garberson

M W 1:10–2:40 p.m.

[ARH 235b Italian 16th-Century Art (L)]

Painting, sculpture and architecture of the High Renaissance to the last years of the Counter-Reformation. Recommended background: 100d. To be offered in 1996–97. {H/A} 4 credits

ARH 241a Baroque Art (L)

Major works of painting and sculpture of the 17th century, especially in Italy, France and Spain, will be emphasized. Recommended background: 100d. Offered in alternate years. {H/A} 4 credits

Craig Felton

M W F 9–9:50 a.m.

[ARH 242b Dutch and Flemish Art of the 16th and 17th Centuries (L)]**[ARH 243b Art of the Spanish Habsburgs (L)]**

From Charles V, Holy Roman Emperor (Charles I of Spain), in the mid-16th century to Charles II, the last of the line, at the end of the 17th century; a

survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100d. Offered in alternate years. **{H/A}** 4 credits

[ARH 244a Baroque Architecture (L)]

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, 1563–1793. Some colonial developments also considered. Focus throughout on the fundamental interdependence of architecture and society. Recommended background: 100d. To be offered in 1996–97. **{H/A}** 4 credits

[ARH 246a Art of the 18th Century in Europe (L)]

Modern

[ARH 251a 19th-Century Art (L)]

From Goya and Jacques Louis David through the impressionist and post-impressionist painters. Recommended background: 100d. To be offered in 1996–97. **{H/A}** 4 credits

[ARH 252b History of Photography (L)]

ARH 253b Arts in North America: Colonial Period to Civil War (L)

Art and architecture of the English colonies, the early U.S. republic and the antebellum period. Emphasis on the function and production of portraits, the development of genre and landscape painting, and the ties to European modes in all media. Recommended background: 100d. **{H/A}** 4 credits

John Davis

T Th 10:30–11:50 a.m.

ARH 254a Arts in the United States Since the Civil War (L)

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism and the expansive years during and after World War II. Recommended background: 100d. **{H/A}** 4 credits

John Davis

M W 2:40–4 p.m.; F 2:40–4 p.m. at the option of the instructor

ARH 255b 19th-Century European Capitals (L)

"Reading" the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin and Vienna. Subject matter will include the ideological, cultural and technological components of urban development, the role of public and private institutions and diverse socio-economic and ethnic groups, and the contributions of artists and authors to the image and fabric of selected cities. Offered in alternate years. **{H/A}** 4 credits

Helen Searing

M W F 2:40–4 p.m.

[ARH 256b 20th-Century Art (L)]

[ARH 257b American Architecture and Urbanism (L)]

[ARH 258b Architecture of the 20th Century (L)]

Modern architecture and urbanism from 1890 to the present. Recommended background: 100d, 202, 255, 257, or 280. To be offered in 1996–97. **{H/A}** 4 credits

Courses with Topics that Change Annually and Methodological and Comparative Courses

[ARH 202b The History of City Planning and Landscape Design (L)]

[ARH 206b Great Cities (L)]

Topic for 1996–97: London. Prerequisite: 100d. **{H/A}** 4 credits

[ARH 260b The History of Graphic Arts (C)]

[ARH 261a The Composition of Books (C)]

ARH 280j Museum Studies

Prerequisites: ARH 100 and one ARH course at the 200 level. Enrollment limited to 10. (E). **{H/A}** 3 credits

Suzannah Fabing (Director and Chief Curator, Smith College Museum of Art)

[ARH 290a Architectural Studies (C)]**ARH 290b Architectural Studies (C)**

Topic for 1995–96: Building Types. An examination of the relationship between function and design from the Renaissance to the present. Admission by permission of the instructor. {H/A} 4 credits

Eric Garberson

W 7–10 p.m.

ARH 291a Art Historical Methods (C)

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d and one 200-level art history course, or permission of the instructor. {H/A} 4 credits

Brigitte Buettner

Th 3–4:50 p.m.

ARH 292b Film and Art History (C)

Topic for 1995–96: En-gendering Stardom: The Construction of Female Personas in Hollywood Film. This course will consider the visual structuring of the screen personas of Marlene Dietrich, Bette Davis and Marilyn Monroe. By analyzing a series of films produced to feature each actress, we'll focus on codes of dress, gesture and spectatorship, in seeking a historical understanding of the cultural construction of gender and the complex visual fascination of the cinematic image. Prerequisites: 100d and a 200-level course in 20th-century art or permission of the instructor. Enrollment limited to 20. Screening fee. {H/A} 4 credits

Barbara Kellum

T Th 9–10:20 a.m.; film M 7–9 p.m.

ARH 293a Art Historical Studies (C)

Topic for 1995–96: Roman Portraiture. Prerequisite: 100d. Enrollment limited to 20. {H/A} 4 credits

Lee Ann Riccardi

Th 1–2:50 p.m. plus one additional hour to be arranged

ARH 293b Art Historical Studies (C)**Topic A: Portraiture**

One of the major artistic genre, portraiture stands as an enduring manifestation of the desire to pre-

serve the memory of specific individuals. Within a broad time span (antiquity to contemporary times), we will investigate the many different ways in which painted and sculpted portraits have been commissioned, executed and understood, as well as examine more general questions concerning the historically changing definitions of what constitutes likeness, and its limits or reversals (such as in caricature). Admission by permission of the instructor. {H/A} 4 credits

Brigitte Buettner

Th 1–4 p.m.

Topic B: Dis-Playing the Primitive

Focusing on works of African, Oceanic and American Indian art, this class examines recent debates in the exhibition and reception of "primitive art" in the United States and Western Europe. Discussion will emphasize the period from 1960 to the present. Issues addressed include: constructions of the category "primitive," the cultural politics of museum exhibitions, the distinctions maintained between fine and tourist arts, and representations of primitive art in the popular media. Prerequisite: 100d. {H/A} 4 credits

Dana Leisohn

M 1:10–4 p.m.

Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, students may receive credit for them toward the Art History major and minor.

AMS 302b The Material Culture of New England 1630–1860

Not for seminar credit in art history.

EAS 270b Colloquium in East Asian Studies: The Art of Korea (C)**[EAS 279b The Art and Culture of Tibet (C)]****HST 218a Thought and Art in China (C)****REL 274a Japanese Buddhism and Buddhist Art (L)**

Seminars and Special Studies

Seminars require both an oral presentation and a substantive research paper.

The prerequisites for enrolling in a seminar normally are: (1) a course in the same area at the 200 level; (2) the permission of the instructor; (3) junior or senior standing. Seminars are limited to enrollments of 12.

ARH 304a Arts of Africa, Oceania and the Americas

Topic for 1995–96: Scenes of Sacrifice. An examination of visual and literary representations of prehispanic sacrifice, as well as how visual depictions of sacrifice have been invested with different meanings from the 16th through the 20th centuries. Study will be devoted to the distinct ways colonial authorities, indigenous people, European travelers, Surrealist writers and painters, and 20th-century Latino and Latina artists have represented and responded to scenes of pre-Columbian sacrifice. In addition to prehispanic, colonial, modern and contemporary works of art, written documents, poetry and novels from the colonial period through the present will be addressed.

{H/A} 4 credits

Dana Leibsobn

M 7:30–9:30 p.m.

[ARH 310b Studies in Greek Art]

[ARH 315b Studies in Roman Art]

To be offered in 1996–97. {H/A} 4 credits

[ARH 321b Studies in Medieval Art]

[ARH 331b Studies in Northern European Art]

ARH 333a Studies in Italian Renaissance Art

Topic for 1995–96: Art in Florence, 1410–1440. Artistic production and patronage during a period of intense activity will be examined within the context of the religious, political and economic life of the Republic of Florence. {H/A} 4 credits

Craig Felton

T 1–2:50 p.m.

[ARH 342b Studies in 17th-Century Art]

[ARH 348b Studies in British Art, Architecture and Design in the 19th Century]

[ARH 351b Studies in 19th-Century European Art]

ARH 352b Studies in Art History

Topic for 1995–96: Art of the Spanish Hapsburgs. Art and patronage in Spain from the reign of Holy Roman Emperor Charles V (Charles I of Spain) in the mid-16th century to that of Charles II, the last of the line, at the end of the 17th century: El Greco, Ribera, Velásquez, Zubarán, Murillo.

{H/A} 4 credits

Craig Felton

W 1:10–3 p.m.

ARH 354b Studies in American Art

Topic for 1995–96: Homer and Eakins. Winslow Homer and Thomas Eakins have long been considered the quintessential American artists of the second half of the 19th century, “native heroes” in an era otherwise characterized by cosmopolitan expatriation. Through a close consideration of the careers, subjects and artistic means of each painter, we will test the validity of this assumption and measure their achievement against the changing cultural background of the late 19th century. There will be a required trip to the Museum of Fine Arts, Boston. {H/A} 4 credits

John Davis

Th 7:30–9:30 p.m.

ARH 356b Studies in 20th-Century Art

{H/A} 4 credits

Jaroslav Leshko

T 1–2:50 p.m.

ARH 359b Studies in Modern Architecture

Topic for 1995–96: Equal Partners: Men and Women Principals in Contemporary Architecture Practice. {H/A} 4 credits

Helen Searing

M 7:30–9:30 p.m.

[ARH 375b Studies in Asian Art]

ARH 400a Special Studies

1 to 4 credits

ARH 400b Special Studies

1 to 4 credits

ARH 408d Special Studies

8 credits

Graduate Courses

ARH 580a Advanced Studies

4 or 8 credits

ARH 580b Advanced Studies

4 or 8 credits

ARH 580d Advanced Studies

8 credits

ARH 590d Research and Thesis

8 credits

B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

ARS 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design. {A} 4 credits

A. Lee Burns, Director

M W 1:10–4 p.m., *A. Lee Burns*; W F 8–10:50 a.m., *Chester Michalik*

ARS 161b Design Workshop I

A repetition of 161a. {A} 4 credits

A. Lee Burns, Director

T Th 9–11:50 a.m., *Carl Caivano*; T Th 1–4 p.m., *Carl Caivano*

[ARS 162a Design with Computers]**ARS 162b Design with Computers**

A repetition of 162a. {A} 4 credits

Gary Niswonger

T Th 9–11:50 a.m.

ARS 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing. {A} 4 credits

Gary Niswonger, Director

M W 8–10:50 a.m., *Carl Caivano*; M W 1:10–4 p.m., *Susan Heideman*; T Th 9–11:50 a.m., *David Gloman*; T Th 1–4 p.m., *Connie Pogue*

ARS 163b Drawing I

A repetition of 163a. {A} 4 credits

M W 8–10:50 a.m., *Katherine Schneider*; M W 1:10–4 p.m., *Katherine Schneider*; T Th 9–11:50 a.m., *Martba Armstrong*; T Th 1–4 p.m., *John Gibson*

ARS 171a Introduction to the Materials of Art

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. {A} 4 credits

Elliot Offner

M W 8–10:50 a.m.

Intermediate Courses

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed

to repeat 200-level and above courses, provided they work with a different instructor.

ARS 262b Design Workshop II

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16. {A} 4 credits

A. Lee Burns

M W 1:10–4 p.m.

ARS 264a Drawing II

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. {A} 4 credits

Katherine Schneider

T Th 1–4 p.m.

[ARS 264b Drawing II]

[ARS 265b Color]

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. {A} 4 credits

ARS 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15. {A} 4 credits

Gary Niswonger

T Th 9–11:50 a.m.

ARS 266b Painting I

A repetition of 266a. {A} 4 credits

Martha Armstrong

T Th 1–4 p.m.

[ARS 267a Watercolor Painting]

ARS 269a Offset Printmaking I

Introduction to the printmaking technique of hand-drawn lithography, photographic halftone lithography, linocut and serigraphy (silk screen).

May be repeated once for credit. Prerequisites: 161a or b, or permission of the instructor. Enrollment limited to 12. {A} 4 credits

Dwight Pogue

M W 9–11:50 a.m.

ARS 270b Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b, or permission of the instructor. Enrollment limited to 15. {A} 4 credits

Dwight Pogue

M W 9–11:50 a.m.

ARS 271a Graphic Arts

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years. {A} 4 credits

Gary Niswonger

T Th 1–4 p.m.

[ARS 272a Intaglio Techniques]

ARS 273a Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16. {A} 4 credits

A. Lee Burns

M W 9–11:50 a.m.

[ARS 275a An Introduction to Printing]

[ARS 276b Calligraphy and Lettering]

[ARS 277b Woodcut]

ARS 280a Introduction to Architecture, City Planning and Landscape Design

Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24. {A} 4 credits

Richard Joslin

T Th 9–11:50 a.m.

ARS 281b Introduction to Architecture, City Planning and Landscape Design

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 24. **{A}** 4 credits

Richard Joslin

T Th 9–11:50 a.m.

ARS 282a Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section. **{A}** 4 credits

To be announced, T Th 9–11:50 a.m.

Chester Michalik, W F 1:10–4 p.m.

ARS 282b Photography I

A repetition of 282a. **{A}** 4 credits

To be announced

T Th 9–11:50 a.m.

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

ARS 362a Painting II

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Susan Heideman

M W 9–11:50 a.m.

[ARS 362b Painting II]

ARS 364b Drawing III

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisites: ARS 163 and ARS 264. Enrollment limited to 15. **{A}** 4 credits

John Gibson

T Th 9–11:50 a.m.

ARS 369b Offset Printmaking II

Advanced study in Printmaking. Emphasis on color printing combining lithography, serigraphy, block printing and photo-printmaking. Prerequisite: 269a or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

Dwight Pogue

M W 1:10–4 p.m.

ARS 372b Graphic Arts II

Advanced study in printmaking, with emphasis on etching or lithography. Prerequisite: 271a, 272a, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Gary Niswonger

T Th 1–4 p.m.

ARS 374b Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

A. Lee Burns

M W 9–11:50 a.m.

[ARS 376b Printing and Graphic Art]

ARS 381a Architecture

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

Richard Joslin

T Th 1–4 p.m.

ARS 382b Architecture

A continuation of 381a. Prerequisite: 381a. **{A}** 4 credits

Richard Joslin

T Th 1–4 p.m.

ARS 383a Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15.

{A} 4 credits

To be announced

T Th 1–4 p.m.

ARS 383b Photography II

A repetition of 383a. {A} 4 credits

To be announced

T Th 1–4 p.m.

[ARS 385b Landscape Architecture]**ARS 400a Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments. 1 to 4 credits

ARS 400b Special Studies

1 to 4 credits

ARS 408d Special Studies

8 credits

All students interested in a special studies in wood must first complete a noncredit course in wood-working given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

Graduate

ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture

4 credits

Members of the Department

ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Art or Sculpture

4 credits

Members of the Department

ARS 582d Architecture

8 credits

ARS 583d Landscape Architecture

8 credits

Honors

Co-directors of the Honors Committee:

Art History: John Davis; Studio Art: Gary Niswonger

Basis: ARH 100d.

ARH 430d Thesis

8 credits

ARS 430d Thesis

8 credits

Requirements: ARH 100d. ARH 291 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for eight credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

The Major

Advisers: Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Dana Leibsohn, Jaroslaw Leshko, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie, Helen Searing.

Art History Adviser for Study Abroad: Caroline Houser.

Art Studio Adviser for Study Abroad: Dwight Pogue.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art) or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students who plan to major in art are advised to take ARH 100d in their first or sophomore year.

Areas of Study (Alpha–Epsilon). Courses in the history of art are divided into areas that reflect the various time periods and civilizations studied in the course. These areas are:

Alpha (Ancient): 209; 210; 211; 212; 214; 215; 310; 315.

Beta (Medieval): 221; 222; 224; 321.

Gamma (Renaissance, Baroque and Rococo): 233; 234; 235; 241; 242; 243; 244; 246; 331; 333; 342.

Delta (Modern): 251; 252; 253; 254; 255; 256; 258; 292; 348; 351; 352; 354; 356; 359.

Epsilon (Asian, African and Pre-Columbian): 201; 203; 204; 207; 208; 213; 304; 375.

Courses with topics that change annually (ARH 206; 290; 293) may be placed in the appropriate Alpha–Epsilon groupings depending on the topic of the courses. Other courses not in the Alpha–Epsilon list may be counted for credit toward the major but not toward the fulfillment of area distribution.

Plan A, The History of Art

Basis: 100d.

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one art history seminar; one course in studio art (ARS). The seven semester courses in art history must be distributed in at least four different areas of study Alpha–Epsilon. The studio art course should be taken no later than the first semester of the junior year.

Plan B, Studio Art

Basis: ARH 100d and ARS 163a or b.

Requirements: the basis; seven additional studio art courses; two additional art history courses from two different areas of study, to be selected from the list beginning with Alpha and ending with Epsilon. At least one of the seven studio courses required should be a Special Studies or Honors project taken during the senior year. Majors are also encouraged to take one of the following design-related courses: ARS 161a or b; ARS 162a or b; ARS 171 a or b; and ARS 265a or b. In addition,

seniors will be required to install a senior show, which will normally occur in the spring semester.

Plan C, Architecture

Basis: ARH 100d, ARS 280a, ARS 281b, and ARS 162a or b or ARS 163a or b.

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b, and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus ARH 202, 204, 206, 212, 215, 222, 224, 234, 244, 246, 253, 254, 255, 257, 258, 290, 359), and/or their equivalents in other Five College institutions, of which three should be courses from two of the Alpha through Epsilon study areas. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

The Minors

Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as she desires within the skeletal structure of the requirements.

Advisers: Members of the art history faculty.

Requirements: ARH 100d; any three additional courses in the history of art at the 100 and 200 level; and at least one art history seminar (a 300-level course).

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163a or b and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

Advisers: John Moore, Helen Searing.

Requirements: Five courses from the following: ARH 202, 204, 206, 212, 215, 222, 224, 234, 244, 246, 255, 257, 258, 290, 359.

Plan 4, Graphic Arts

Advisers: Gary Niswonger, Dwight Pogue.

Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) 163 (basis); (2) 260 History of Graphic Arts or 261, Composition of Books; and (3) any four from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

Astronomy

Professors

†Richard E. White, Ph.D.

Suzan Edwards, Ph.D., *Chair*

Five College Faculty

Thomas Travis Arny, Ph.D. (Associate Professor, University of Massachusetts)

Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)

William A. Dent, Ph.D. (Professor, University of Massachusetts)

Lynne K. Deutsch, Ph.D. (Visiting Assistant Professor, Five College Astronomy Department)

Neal Erickson, Ph.D. (Research faculty, University of Massachusetts)

George S. Greenstein, Ph.D. (Professor, Amherst College)

Andrew Harris (Associate Professor, University of Massachusetts)

Edward Robert Harrison, F.Inst.P. (Professor, University of Massachusetts)

Mark Heyer (Assistant Professor, University of Massachusetts)

William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)

John Kwan, Ph.D. (Professor, University of Massachusetts)

Read Predmore, Ph.D. (Associate Professor, University of Massachusetts)

F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Associate Professor, University of Massachusetts)

Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)

Karen M. Strom (Senior Researcher, University of Massachusetts)

Stephen E. Strom, Ph.D., *Chair* (Professor, University of Massachusetts)

Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)

David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)

Martin D. Weinberg, Ph.D. (Associate Professor, University of Massachusetts)

Judith S. Young, Ph.D. (Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the

University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, which includes a 14" Schmidt-Cassegrain reflector; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.

100a A Survey of the Universe

Concepts of the cosmos, ancient and modern. The course includes an introduction to celestial motions and the evolution of scientific theories to explain them. It proceeds to explore the ways in which basic ideas about the forces of nature underlie contemporary understanding of the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. Laboratory (101a) is optional. {N} 3 credits

Suzan Edwards

T Th 9–10:20 a.m.

101a Astronomy Laboratory

The celestial sphere. Daily motion of the stars, orbit and phases of the moon, constellations and their change with the seasons. Telescopic observations of sun, moon, planets, double stars, clusters, gaseous nebulae and galaxies. Includes a field trip to the Bassett Planetarium at Amherst College. Corequisite: 100a, which must be taken concurrently. {N} 1 credit

Suzan Edwards

M 7:30–8:20 p.m. plus self-scheduled observations

111b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, overall structure and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College As-

tronomy Department. Prerequisite: MTH 102a or the equivalent. {N} 4 credits

Lynne Deutsch

M W F 1:10–2:20 p.m.; lab M 7 p.m.

113a FC13a The Solar System

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the earth and other planets. {N} 4 credits

William Dent

M W F 1:25–2:15 p.m. at UMass

[215a FC15a History of Astronomy]

223b FC23b Planetary Science

A freshman level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. {N} 4 credits

To be announced

T Th 2:30–3:45 p.m. at Hampshire

224a FC24a Stellar Astronomy

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} 4 credits

Stephen Strom, Lynne Deutsch

M W 2:30–4:30 p.m. at Smith

224b FC24b Stellar Astronomy

A repetition of 224a. 4 credits.

To be announced

To be arranged

[225a FC25a Galactic and Extragalactic Astronomy]

The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class.

Alternates with 226. {N} 4 credits

226a FC26a Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111a or b and one physical science course. {N} 4 credits

Stephen Schneider

T Th 2:30–3:45 p.m. at UMass

330a FC30a Seminar: Topics in Astrophysics

Topic for 1995–96: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: one of 222b, 224a or b, 351a, or 352b. {N} 4 credits

Andrew Harris

T Th 2:30–3:45 p.m. at UMass

337b FC37b Observational Techniques in Optical and Infrared Astronomy

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 222b, 224a or b, 351a, or 352b. {N} 4 credits

Suzan Edwards

M W 2:30–3:45 p.m. at Smith

[338b FC38b Techniques of Radio Astronomy]

Equipment, techniques and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214. Alternates with 337. {N} 4 credits

351a FC51a Astrophysics I: Stars and Stellar Evolution

Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. {N} 4 credits

Martin Weinberg

M W F 1:25–2:45 p.m. at UMass

352b FC52b Astrophysics II: Galaxies

Physical processes in the gaseous interstellar medium: Photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the viral theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves.

Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. {N} 4 credits

Eugene Tademaru

T Th 2:30–3:45 p.m. at UMass

400a Special Studies

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology. 1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Advisers: Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well-prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115a in the fall semester and begin astronomy with 111b in the spring semester.

Basis: 111b.

Requirements: 12 semester courses, including the basis; for the class of 1996, 221a and 222b, or for subsequent classes, 224a or b; PHY 115a or b, PHY 116a or b, and 210a; two courses selected from MTH 211a or b, 212a or b, 222b, 225b, and PHY 211b, and two astronomy courses at the 300 level or above, including either 330b or 351a. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

The Minor

Advisers: Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing, or science education.

Basis: 111b.

Requirements: Six semester courses, including the basis, PHY 115a or b, 116a or b, and three intermediate or advanced astronomy courses, including 224a or b.

Honors

Directors: Suzan Edwards, Richard White.

430d Thesis
8 credits

432d Thesis

12 credits

Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

Biochemistry

Advisers

David Bickar, Associate Professor of Chemistry

†Kenneth Hellman, Professor of Chemistry

Jeanne Powell, Professor of Biological Sciences

Philip Reid, Professor of Biological Sciences

†Stylianios Scordilis, Professor of Biological Sciences, *Director*

Petra Turowski, Assistant Professor of Chemistry

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230a, 231a and CHM 224b before the junior year.

252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

David Bickar

T Th 9–10:20 a.m.

253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping, and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. {N} 2 credits

David Bickar

T 1–4:50 p.m.

CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermody-

namics, solution equilibria, enzyme kinetics and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 112a or b. {N} 4 credits

George Fleck

Lec. M W F 11–11:50 a.m.; lab F 1:10–4 p.m.

352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 224b. {N} 4 credits

David Bickar

T Th 9–10:20 a.m.; lab T 1–4:50 p.m.

[CHM 357b Selected Topics in Biochemistry]

Topic for 1996–97: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years. To be offered in 1996–97. {N} 3 credits

400a Special Studies

Variable credit as assigned

400b Special Studies

Variable credit as assigned

400d Special Studies

Variable credit as assigned

The Major

Requirements: BIO 111a, 112b, 230a and 231a;
CHM 111a, 222b, 223a, 224b; BCH 252b and
253b, 352a.

Electives: at least two courses from the following
list*:

BIO 232b, 233b	Genetics
BIO 250b, 251b	Plant Physiology
BIO 256a, 257a	Animal Physiology
BIO 342a (343a)	Molecular Biology of the Gene
[BIO 348a (349a)]	Molecular Physiology]
CHM 228b	Bio-Organic Chemistry
CHM 332b	Physical Chemistry
CHM 335a	Physical Chemistry of Biochemical Systems
[CHM 357b	Selected Topics in Biochemistry]
CHM 363b	Advanced Inorganic Chemistry

*A 48-credit-hour major can be met by choosing two three-credit courses as electives. Other combinations of electives will lead to more than 48 credit hours in the major. A student must take a minimum of 64 credits in courses outside the major. Courses in Chemistry or Biology not on the list of electives count outside the Biochemistry major.

Honors

Director: Stylianos Scordilis.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry and an oral presentation of the honors research.

Biological Sciences

Professors

Carl John Burk, Ph.D., *Chair*
 Elizabeth Ann Tyrrell, Ph.D.
 Jeanne A. Powell, Ph.D.
 Stephen G. Tilley, Ph.D.
 Philip D. Reid, Ph.D.
 Robert B. Merritt, Ph.D.
 Margaret Anderson Olivo, Ph.D.
 *Richard Francis Olivo, Ph.D.
 **Stylianios P. Scordilis, Ph.D.
 Steven A. Williams, Ph.D.

Associate Professors

Richard T. Briggs, Ph.D.
 **Paulette Peckol, Ph.D.
 †Virginia Hayssen, Ph.D.

Adjunct Associate Professors

Thomas S. Litwin, Ph.D.
 Leslie R. Jaffe, M.D.

Assistant Professors

Betty A. McGuire, Ph.D.
 William F. Nolan, Ph.D.
 Dany Adams, Ph.D.

Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

Lecturers

Richard H. Munson, Ph.D.
 Mary Helen Laprade, Ph.D.
 †Robert McMaster, B.A., M.S.T., M.A.

Laboratory Instructor

Graham R. Kent, M.Sc.

The following seven courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

100b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended. {N} 4 credits

Elizabeth Tyrrell

T Th 9–10:20 a.m.

104a Human Biology

A study of the systems of the human body, their functions, development and genetics, as they relate to health, disease and human society. {N} 4 credits

Robert Merritt, Jeanne Powell

Lec. T Th 9–10:20 a.m.

Lab sections: A: T 1–2:50 p.m.; B: T 3–4:50 p.m.

[105b “Animals Without Backbones”: Invertebrates and Human Society]

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction and development; color and color change; circadian rhythms; migrations; colonialism; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended. To be offered in 1996–97. {N} 4 credits

202a Horticulture

Theory and practice of plant cultivation appropriate for home gardening: annual and perennial flowers, bulbs, basic plant propagation, evergreen shrubs and trees, planting practices, hybridization, insects and diseases. Laboratory (203a) must be

taken concurrently. **{N}** 3 credits

Richard Munson

T Th 9–10:20 a.m.

203a Horticulture Laboratory

Practical application of horticultural practices and techniques to include soil preparation, composting, using common hand tools, bulb planting, identifying harmful insects and diseases. Horticulture (202a) must be taken concurrently.

{N} 1 credit

Richard Munson

T Th 10:30–11:50 a.m. or T Th 1–2:50 p.m. or T Th 3–4:50 p.m.

204b Horticulture

Continuation of 202a. Includes study of house plants, epiphytes, floral crops, vegetable gardening, herbs, deciduous trees and shrubs, turf management, wildflowers, integrated pest management and advanced plant propagation. Laboratory (205b) must be taken concurrently. Prerequisite: 202a. **{N}** 3 credits

Richard Munson

T Th 9–10:20 a.m.

205b Horticulture Laboratory

Continuation of 203a. Includes seed treatments, plant identification, flower arranging, advanced plant propagation techniques, pruning, lawn propagation and herb gardening. Horticulture (204b) must be taken concurrently. Prerequisite: 203a. **{N}** 1 credit

Richard Munson

T Th 10:30–11:50 a.m. or T Th 1–2:50 p.m. or T Th 3–4:50 p.m.

206a Conservation of Natural Resources

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation and wildlife. One previous semester of college science strongly recommended. **{N}** 4 credits

Robert McMaster

T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

See Interdepartmental and Extradepartmental Course Offerings.

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are normally not required to take 111a. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

111a Introduction to Biology

An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and physiology of plant and animal systems. **{N}** 4 credits
Richard Briggs (Director), Graham Kent
Lec. M W F 10–10:50 a.m., Th 4–4:50 p.m.
Lab sections: A: M 1:10–3 p.m.; B: T 8:30–10:20 a.m.; C: T 1–2:50 p.m.; D: T 3–4:50 p.m.; E: W 1:10–3 p.m.; F: Th 9–10:50 a.m.; G: Th 1–2:50 p.m.; H: F 1:10–3 p.m.

112b Introduction to Biology

A continuation of 111a. An introduction to life at the organismal, population and community levels. Topics to be treated include genetics, evolution, biological diversity, form and function in plants and animals, and the ecology of populations and communities. The course includes a weekend half-day field trip. Prerequisite: 111a or permission of the course director. **{N}** 4 credits
Stephen Tilley (Director), Graham Kent
Lec. M W F 10–10:50 a.m., Th 4–4:50 p.m.
Lab sections: A: M 1:10–3 p.m.; B: T 8:30–10:20 a.m.; C: T 1–2:50 p.m.; D: T 3–4:50 p.m.; E: W 1:10–3 p.m.; F: Th 9–10:50 a.m.; G: Th 1–2:50 p.m.; H: F 1:10–3 p.m.

230a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequisite: CHM 222b. Laboratory (231a) is optional. **{N}** 4 credits

Dany Adams, Stylianos Scordilis

M T W F 8–8:50 a.m.

231a Cell Biology Laboratory

Techniques include spectrophotometry, enzyme kinetics, light and electron microscopy, electrophoresis, cell culture and autoradiography as well as student-designed projects. Additional prerequisite: 230a, which should be taken concurrently.

{N} 1 credit

Dany Adams, Stylianos Scordilis

M 1:10–4 p.m.; T 1–3:50 p.m.; W 1:10–4 p.m.

232b Genetics

A course in molecular, population and evolutionary genetics. Topics will include transmission genetics, DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift, quantitative inheritance and developmental genetics. Additional prerequisites: CHM 111a or 115a. Laboratory (233b) is optional. {N} 4 credits

Robert Merritt, Steven Williams

M W F 11 a.m.–12:10 p.m.

233b Genetics Laboratory

A laboratory course designed to complement the lecture material in 232b. Basic techniques of molecular genetics, including recombinant DNA and DNA synthesis, will be covered in several organized sessions; and basic techniques of transmission genetics, such as gene mapping, will be covered by an independent project of student choice. Additional prerequisite: 232b, which should be taken concurrently. {N} 1 credit

Robert Merritt, Steven Williams

T 1–4 p.m., W 1:10–4 p.m., or Th 1–4 p.m.

GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory

work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) 1 credit

John Brady (Geology), Richard Briggs, Robert Newton (Geology)

Lec. M T W Th 8:30 a.m.–noon, with two hour labs to be arranged. January 15–18, 1996; additional labs and discussions to be arranged F January 19 and M T W Th F January 22–26, 1996

240a Plant Biology

Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241a) is optional. {N} 4 credits

Philip D. Reid

M W F 1:10–2 p.m.

241a Plant Biology Laboratory

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student-designed research project is included. Additional prerequisite: 240a, which should be taken concurrently. {N} 1 credit

Philip D. Reid

Th 1–4 p.m.

242a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast will be scheduled. Laboratory (243a) must be taken concurrently. {N} 4 credits

Mary Laprade

T Th 9–10:20 a.m.

243a Invertebrate Zoology Laboratory

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. Field work on Cape Cod or other suitable

coastal locations. 242a must be taken concurrently. {N} 1 credit

Mary Laprade

T Th 1–2:50 or T Th 3–4:50 p.m.

244b Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245b) must be taken concurrently. {N} 4 credits

Betty McGuire

T Th 10:30–11:50 a.m.

245b Vertebrate Biology Laboratory

An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. 244b must be taken concurrently. {N} 1 credit

Betty McGuire

W or Th 1–4 p.m.

MTH 245a Introduction to Probability and Statistics

An applications-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all others majors. Prerequisite: 111a or b, or 153a or b, or one year of high school calculus or permission of the instructor. Lab sections limited to 15. 4 credits

Katherine Halvorsen (Mathematics), Stephen Tilley

M W F 1:10–2:30 p.m.; both labs M 2:40–4 p.m.

250b Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors;

survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) is optional. {N} 4 credits
Philip D. Reid
T Th 9–10:20 a.m.

251b Plant Physiology Laboratory

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis is on individual research projects. 250b is a prerequisite or must be taken concurrently. {N} 1 credit

Philip D. Reid

M 1:10–4 p.m.

254a General Bacteriology

This course examines bacterial morphology and growth, and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. Additional prerequisite: CHM 111a or 115a. Laboratory (255a) must be taken concurrently. {N} 3 credits

Elizabeth Tyrrell

M 1:10–2:30 p.m., W F 1:10–2 p.m.

255a General Bacteriology Laboratory

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254a must be taken concurrently. {N} 2 credits

Elizabeth Tyrrell

W F 2:10–4 p.m.

256a Animal Physiology

Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111a or 115a. Laboratory (257a) is optional. {N} 4 credits

William Nolan

M W F 10–10:50 a.m.

257a Animal Physiology Laboratory

Experiments will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the

study of physiology. 256a is a prerequisite or must be taken concurrently. **{N}** 1 credit

William Nolan

W 1:10–4 p.m., Th 1:10–4 p.m., or F 1:10–4 p.m.

260a Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261a) is optional. A weekend field trip will be included for students not enrolled in laboratory.

{N} 4 credits

Stephen Tilley

T Th 10:30–11:50 a.m.

261a Principles of Ecology Laboratory

Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work, statistical analysis and computer simulation. Additional prerequisite: 260a, which should be taken concurrently. **{N}** 1 credit

Stephen Tilley

Th 1–3:50 p.m.

262b Evolution and Systematics

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation and macroevolutionary patterns. **{N}** 4 credits

Stephen Tilley

M W F 1:10–2:30 p.m.

264a Marine Ecology

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisites: 111a and 112b, or GEO 108b. Enrollment limited to 28. Laboratory (265a) must be taken concurrently. **{N}** 4 credits

Paulette Peckol

T Th 9–10:20 a.m.

265a Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: 264a, which should be taken concurrently. **{N}** 1 credit

Paulette Peckol

M 1:10–4 p.m. or T 1–3:50 p.m. and two weekend field trips.

266b Plant Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently. **{N}** 3 credits

John Burk

Th 3–4:50 p.m.

267b Plant Systematics Laboratory

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently. **{N}** 1 credit

John Burk

F 1:10–4 p.m.

BCH 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Additional prerequisites: 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits

David Bickar

T Th 9–10:20 a.m.

BCH 253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Additional prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. **{N}** 2 credits

David Bickar

T 1–4:50 p.m.

320a Colloquium: Cell Biology of Disease

A study of cells and their diseased states in humans and other animals. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include cellular pathology, inflammation, tuberculosis, cancer, metabolic disorders such as hemolytic anemias, and cystic fibrosis, as well as the clinical symptomology and therapeutic possibilities. Prerequisites: 230 and 231. {N} 4 credits

Stylianos Scordilis

W 1:10–4 p.m.

330b Neurophysiology

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or PSY 211a and a semester of chemistry. Laboratory (331b) must be taken concurrently.

{N} 4 credits

Richard Olivo

T Th 10:30–11:50 a.m.

331b Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including a short lab project in the second half of the semester. 330b must be taken concurrently. {N} 1 credit

Richard Olivo

Th 1–4 p.m.

332b Histology

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional. {N} 4 credits

Richard Briggs

M W F 10–10:50 a.m.

333b Histology Laboratory

An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: five students. Additional prerequisite: 332a, which should be taken concurrently. {N} 1 credit

Richard Briggs

T 1–4:50 p.m.

[336b Introduction to Biological Fine Structure]

Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization); and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently. To be offered in 1996–97. {N} 3 credits

[337b Introduction to Biological Fine Structure Laboratory]

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission electron microscopes, and associated photographic processes. Independent projects are emphasized. 336b must be taken concurrently. To be offered in 1996–97. {N} 2 credits

[338b Morphology of Algae and Fungi]

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: CHM 111a or 115a. Laboratory (339b) must be taken concurrently. To be offered in 1996–97. {N} 4 credits

[339b Morphology of Algae and Fungi Laboratory]

The laboratory will focus on concepts discussed in lecture and will include a small independent project. A weekend field trip is included. Additional prerequisite: completed basis for the major. 338b must be taken concurrently. To be offered in 1996–97. {N} 1 credit

340b Principles of Virology

Introduction to current concepts of virus multiplication and effects on host cells. Student presentations occupy the second half of the course. Additional prerequisite: 230a. {N} 4 credits

Elizabeth Tyrrell

T Th 1–2:20 p.m.

342a Molecular Biology of the Gene

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning and genetic engineering in genetic analysis. Additional prerequisites: 232b or BCH 252b. Laboratory (343a) is optional. Recommended: 254a. {N} 4 credits

Steven Williams

T Th 10:30–11:50 a.m.

343a Molecular Biology of the Gene Laboratory

A laboratory course designed to complement the material covered in 342a. Each year a different gene is cloned and analyzed as a semester-long project by the entire class. Techniques used will include DNA isolation, transformation, Southern blot analysis, DNA synthesis and DNA sequencing. Although scheduled for one afternoon per week, students must be prepared to come to the laboratory an additional hour each week. Additional prerequisite: 342a, which should be taken concurrently, and 233b or BCH 253b. Recommended: 255a. {N} 1 credit

Steven Williams

W 1:10–4 p.m., and one hour to be arranged

346b Developmental Biology

A study of the experimental evidence for interacting systems in fertilization, cleavage, gastrulation and the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in the development of organisms. Additional prerequisite: 230a or permission of the instructor. Laboratory (347b) must be taken concurrently. {N} 4 credits

Dany Adams

M W F 11 a.m.–12:10 p.m.

347b Developmental Biology Laboratory

Experimental analysis of selected developmental systems, including amphibian oogenesis, sea urchin, frog and chick development and tissue culture studies of nerve-muscle relationships. 346b must be taken concurrently. {N} 1 credit

Dany Adams

Th 1–4:50 p.m.

[348a Molecular Physiology]

A study of metabolism and metabolic regulation in

cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: 230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1996–97. {N} 3 credits

[349a Molecular Physiology Laboratory]

Laboratory models and techniques in cellular physiology at the molecular level including: subcellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: five students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concurrently. To be offered in 1996–97. {N} 2 credits

350b Biogeography

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. {N} 4 credits

John Burk, Mary Laprade

T Th 10:30–11:50 a.m.

352a Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior and behavioral ecology and evolution. Additional prerequisite: 242a/243a, 244b, 262b, or MTH 107a or permission of the instructor. Laboratory (353a) must be taken concurrently. {N} 4 credits

Betty McGuire

T 1–4 p.m.

353a Animal Behavior Laboratory

Research design and methodology for field and laboratory studies of animal behavior. 352a must be taken concurrently. {N} 1 credit

Betty McGuire

Th 1–5 p.m.

356a Plant Ecology

A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental

science, or permission of the instructor. Laboratory (357a) must be taken concurrently. {N}

3 credits

John Burk

Th 3–4:50 p.m.

357a Plant Ecology Laboratory

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently. {N}

1 credit

John Burk

F 1:10–4 p.m.

400a Special Studies

Variable credit (1 to 5) as assigned

400b Special Studies

Variable credit (1 to 5) as assigned

Seminars

360a Topics in Molecular Biology

Topic for 1995–96: Molecular Biology of Tropical Diseases. The application of molecular biology to the study of the world's six major tropical diseases. One in 10 people on Earth suffer from one or more of these parasitic diseases. Current research focusing on vaccine development and DNA-based diagnosis will be highlighted. Prerequisite: a course in genetics or molecular biology. {N}

3 credits

Steven Williams

Th 3–5 p.m.

362b Topics in Organismal Biology

Topic for 1995–96: Environmental Physiology. Examination of strategies of animal adaptations to diverse environmental challenges. Topics will include electrolyte and water balance in desert and marine habitats, thermoregulation in extreme heat and cold, cardiopulmonary adaptations in diving animals and respiratory adaptations to hypoxia. Emphasis will be on vertebrates. Prerequisite:

256a. 3 credits

William Nolan

W 2–4 p.m.

[364b Topics in Environmental Biology]

Contemporary topics in the field of marine sciences. Specific emphasis on coastal development and pollution, e.g., oil spills, wetland loss, coral reef disturbances. Prerequisite: an ecology course and permission of the instructor. To be offered in 1996–97. {N} 3 credits

[PPL 303b Public Policy for Marine and Coastal Resources]

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology. To be offered in 1996–97. 4 credits

366b Topics in Cellular Biology

Topic for 1995–96: The Plastid and Vacuolar Compartment of Plant Cells. Plastids function not only in photosynthesis, but in certain cells as sensors of gravity or as storage locations for particular pigments and other substances. The various classes of plastids are interrelated and all contain some DNA. We will consider the structure, function and development of these organelles, as well as the special properties of the tonoplast bound central vacuole. Recent studies involving targeting of molecules for delivery to the central vacuole as well as its role in cellular homeostasis will be considered. Prerequisite: 230a or 250a. {N} 3 credits

Philip Reid

W 1:10–3:30 p.m.

368b Topics in Evolutionary Biology

Topic for 1995–96: Recent Developments in Our Understanding of Human Evolution. A survey of recent research on hominid relationships and the origin of *Homo sapiens*. Prerequisite: 262b or permission of the instructor. {N} 3 credits

Stephen Tilley

T 1–2:50 p.m.

370J Tropical Ecology of Belize

This course will focus on the diverse marine and terrestrial habitats in this tropical environment, including coral reefs, mangrove forests and rain forests. Lectures, discussions and numerous field trips will provide students with an understanding of tropical ecosystems and of some contemporary environmental and economic issues facing Belize and other developing countries. Each student will be involved in an independent research project. Prerequisites: ecology or oceanography course and permission of the instructor. Six to eight working hours per day. Enrollment limited to 15.

{N} 2 credits

Paulette Peckol

To be arranged

The Major

Advisers: students should choose their advisers, according to their interests, from the following list: Plant biology: John Burk, Philip Reid.

Cell and molecular biology: Dany Adams, Richard Briggs, Stylianos Scordilis (first semester), Steven Williams.

Environmental and evolutionary biology: John Burk, Paulette Peckol (first semester), Stephen Tilley.

General biology: Richard Briggs, Mary Laprade, Stephen Tilley.

Marine biology: John Burk, Paulette Peckol (first semester).

Microbiology: Elizabeth Tyrrell, Steven Williams.

Neurobiology: Richard Olivo, Jeanne Powell.

Zoology: Dany Adams, Mary Laprade, Robert Merritt.

Adviser for Study Abroad: John Burk.

Prospective majors should take CHM 111a and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete 204b and 205b may be granted four credits toward the major. Students who take one of the other courses designated for non-majors (100b, 104a, [105b], 206a) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a.

Distribution: four of the following courses, one from each of four fields:

A. Cell biology: 230a.

B. Genetics: 232b.

C. Organismal biology: 240a, 242a/243a, 244b/245b.

D. Physiology: 250b, 254a/255a, 256a.

E. Evolutionary and environmental biology: 260a, 262b, 264a/265a, 266b/267b.

Advanced courses: At least seven credits at the 300 level, which must include a laboratory course from the department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the department's offerings.

Additional courses: A total of 48 credits is required for the major. For students who elect to use AP credit in biology instead of completing BIO 111a, only 44 credits are necessary. Electives may be any courses acceptable for the major. Up to four credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement.

Up to four credits in the major may be acquired from among the following: CHM 222b, CHM 223a, BCH 352a, GEO 231a, PSY 113a or b, PSY 311a.

The Minor

Advisers: The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111a, 112b and one 300-level course. No more than one course designed primarily for non-majors may be included.

Honors

Director: Steven Williams.

Basis: the same as that for the major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: the same as for the major, and eight or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431a, or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

Marine Sciences

See pages 241–242.

Neuroscience

See page 261.

Graduate

Adviser: Elizabeth Tyrrell.

507a Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.
3 credits

Members of the Department

507b Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.
3 credits

Members of the Department

510a Advanced Studies in Molecular Biology

3 to 5 credits

Members of the Department

510b Advanced Studies in Molecular Biology

3 to 5 credits

Members of the Department

520a Advanced Studies in Botany

3 to 5 credits

Members of the Department

520b Advanced Studies in Botany

3 to 5 credits

Members of the Department

530a Advanced Studies in Microbiology

3 to 5 credits

Members of the Department

530b Advanced Studies in Microbiology

3 to 5 credits

Members of the Department

540a Advanced Studies in Zoology

3 to 5 credits

Members of the Department

540b Advanced Studies in Zoology

3 to 5 credits

Members of the Department

550a Advanced Studies in Environmental Biology

3 to 5 credits

Members of the Department

550b Advanced Studies in Environmental Biology

3 to 5 credits

Members of the Department

590d Research and Thesis

8 credits

Prehealth Professional Programs

Students may prepare for health professions schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus, and social or behavioral science. Because health professions schools differ in the details of their requirements, students should confer with a prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Names of prehealth advisers and other information may be obtained from the Career Development Office or from Margaret Olivo, chair of the Board of Prehealth Advisers.

Chemistry

Professors

George Morrison Fleck, Ph.D.
 †Kenneth Paul Hellman, Ph.D.
 Thomas Hastings Lowry, Ph.D.
 Robert G. Linck, Ph.D., *Chair*
 Stuart Rosenfeld, Ph.D.

Associate Professor

David Bickar, Ph.D.

Assistant Professors

Sharon M. Palmer, Ph.D.
 Petra Nicôle Turowski, Ph.D.

Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

Laboratory Instructor and Laboratory Supervisor

**Virginia White, M.A.

Research Associate

Richard E. Morel

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 111a, Section II.

100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations. {N} 4 credits

George Fleck

M W F 10–10:50 a.m.

102b Chemistry of Artists' Materials and Techniques

A theoretical and practical examination of the working methods of artists. Technical studies in

the Museum of Art will provide insights into artistic uses of materials in different time periods. Studio demonstrations and activities will provide first-hand knowledge of various media. Laboratory exercises will provide opportunities to prepare materials and to study their properties. The class will visit a working foundry to observe casting and patination. Enrollment limited to 18. (E) {N/A} 4 credits

George Fleck, Martha Armstrong (Art), Lee Burns (Art), David Dempsey (Art Museum)

Lec. T Th 8–8:50 a.m.; lab/studio F 1:10–4 p.m.

111a Chemistry I: General Chemistry

Section I

An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. {N} 5 credits

Robert Linck, Virginia White

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m.; lab M or W 1:10–4 p.m., or T or Th 9–11:50 a.m., or T or Th 1–3:50 p.m.

Section II

A course dealing with atomic and molecular structure and properties, and a detailed treatment of chemical reactions. For students with strong preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis. {N} 5 credits

George Fleck, Virginia White

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m.; lab M or W 1:10–4 p.m., or T or Th 9–11:50 a.m., or T or Th 1–3:50 p.m.

150b Environmental Chemistry

An introduction to the role of atoms and molecules in the synthesis and decomposition of natural materials of all kinds. Investigation of natural and human effects on these materials from a chemical perspective. Whereas most elements and compounds are necessary to maintain life, some—and often the same ones—have hazardous effects. We will study biogeochemical cycles from a chemical perspective, thereby gaining an understanding of changes in the ozone layer (oxygen cycle), the greenhouse effect (carbon cycle) and acid rain (sulfur and nitrogen cycles). We will also discuss infamous hazardous materials such as CFCs, PCBs and DDT. Prerequisite: 111a or the equivalent. An additional college-level course in science or public policy is strongly recommended. Offered in alternate years. 4 credits

Petra Turowski

M W F 11 a.m.–12:10 p.m.

222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite: 111a. {N} 5 credits

Stuart Rosenfeld, Lâle Burk

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m.; lab M or T or W or Th 1:10–4 p.m., or T or Th 9–11:50 a.m.

223a Chemistry III: Organic Chemistry

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite:

222b and successful completion of the 222b lab. {N} 5 credits

Stuart Rosenfeld, Lâle Burk

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m.; lab M 1:10–4 p.m. or T or Th 9–11:50 a.m. or T or Th 1–3:50 p.m. or W 1:10–4 p.m.

224b Chemistry IV: Bonding, Structure and Energetics

Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor. {N} 5 credits

Robert Linck

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m.; lab M or T or W or Th 1:10–4 p.m., or Th 9–11:50 a.m.

226b Synthesis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223a. {N} 3 credits

Thomas Loury

T Th 9–9:50 a.m.; lab T 1–4:50 p.m.

228b Bio-Organic Chemistry

The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers and defense chemicals. Prerequisite: 223a. Offered in alternate years. {N} 3 credits

Lâle Burk

M W F 10–10:50 a.m.

[321a Organic Synthesis]

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223a. Offered in alternate years. To be offered in 1996–97. {N} 4 credits

323a Organic Mechanisms

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms

of molecular structure. Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years. {N} 3 credits
Thomas Lowry
 M W F 1:10–2 p.m.

331a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended. {N} 4 credits
Sharon Palmer
 M W F 11 a.m.–12:10 p.m.

332b Physical Chemistry

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331a. {N} 5 credits
Sharon Palmer
 Lec. M W F 11 a.m.–12:10 p.m.; lab Th 1–3:50 p.m.

335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b. {N} 4 credits
George Fleck
 Lec. M W F 11–11:50 a.m.; lab F 1:10–4 p.m.

347a Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species in environmental, biological, inorganic, organic and geological samples. Library research of analytical techniques will be emphasized, as will the critical evaluation of data and error analysis. Prerequisite: 224b or permission of the instructor. {N} 5 credits
Petra Turowski
 Lec. T Th 9–9:50 a.m.; lab T 1–5 p.m. and Th 1–4 p.m.

BCH 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 224b and BCH 252b. {N} 4 credits
David Bickar
 T Th 9–10:20 a.m.; lab T 1–4:50 p.m.

[357b Selected Topics in Biochemistry]

Topic for 1996–97: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years. To be offered in 1996–97. {N} 3 credits
David Bickar

363b Advanced Inorganic Chemistry

A study of topics in inorganic chemistry. Prerequisite: 331a. {N} 4 credits
Robert Linck
 M W F 1:10–2:30 p.m.

[366b Inorganic Laboratory]

Synthesis of transition metal, main group and organometallic compounds, and study of their magnetic, spectral, conductive and/or thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years. {N} 3 credits

369a Solid State Chemistry

Solids: bonding, structure, symmetry and properties; metals, semiconductors and insulators; applications, including superconductors. Prerequisite: 331a, which may be taken concurrently; PHY 115a is recommended. Offered in alternate years. {N} 3 credits
Sharon Palmer
 T Th 10:30–11:50 a.m.

[395a Advanced Chemistry]

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated

by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state and reactivity. Prerequisite: 331a. Offered in alternate years. To be offered in 1996–97. {N} 4 credits

Robert Linck

404a Special Studies

4 credits

404b Special Studies

4 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Lâle Burk.

Students planning graduate study in chemistry are advised to include PHY 115 and 116 and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (404, 430, or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111a, 222b, 223a, 224b, 226b, 331a, 347a, 332b, 363b, and a further six credits in chemistry, toward which four credits from the research courses 404, 430, or 432 may be counted.

The Minor

Advisers: Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation

of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111a, 222b, 223a and 224b. Special Studies 404a and 404b normally may not be used to meet the requirements of the minor.

Honors

Director: Thomas Lowry.

430d Thesis

8 credits

432d Thesis

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

Classical Languages and Literatures

Professor

Justina Winston Gregory, Ph.D.

Nancy J. Shumate, Ph.D., *Chair*

†Scott A. Bradbury, Ph.D.

Kennedy Professor in Renaissance Studies

Mark P.O. Morford, Ph.D.

Assistant Professor

Roxanne Gentilcore, Ph.D.

Associate Professors

Thalia Alexandra Pandiri, Ph.D. (Classical
Languages and Literatures and Comparative
Literature)

Lecturer

Nancy Evans, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 15).

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213b for credit.

Credit is not granted for the first semester only of an introductory language course.

GRK 213b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor.

{L/F} 4 credits

Thalia Pandiri

M W F 11 a.m.–12:10 p.m.

GRK 334b Plato

A study of Plato's *Symposium* and of selections from the *Phaedrus*. Attention to literary, philosophical and cultural aspects. Prerequisite: GRK 213b or permission of the instructor. {L/F} 4 credits

Justina Gregory

T Th 1–2:50 p.m.

GRK 336a Aeschylus and Herodotus: Athens, the Savior of Greece

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: 213b or permission of the instructor. {L/F} 4 credits

Thalia Pandiri

M W 2:40–4 p.m., F 2:40–4 p.m. at the option of the instructor

GRK 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 4 credits

Greek

GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. {F} 8 credits

Justina Gregory

M W F 1:10–2:30 p.m.

GRK 212a Attic Prose and Drama

Prerequisite: 100d. {L/F} 4 credits

Nancy Evans

M W F 11 a.m.–12:10 p.m.

GRK 404b Special Studies

4 credits

Graduate

GRK 580a Studies in Greek Literature

This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits

GRK 580b Studies in Greek Literature

4 credits

Adviser for Graduate Study: Thalia Pandiri.

See also REL 287a: Greek Religious Texts.

Latin

LAT 100d Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F} 8 credits

Nancy Shumate

M W F 1:10–2:30 p.m.

LAT 111b Intensive Elementary Latin

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings. {F} 8 credits

Thalia Pandiri

M W F 1:10–2:30 p.m., T Th 1–2:50 p.m.

LAT 212a Poets and Politicians of the Late Republic

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Caesar and Catullus. Prerequisite: LAT 100d, 111b, or the equivalent. {L/F} 4 credits

Nancy Evans

M W F 9–9:50 a.m.

LAT 213b Virgil, *Aeneid*

Prerequisite: 212a or permission of the instructor.

{L/F} 4 credits

Justina Gregory

M W F 9–9:50 a.m.

[LAT 214b Medieval Latin]

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. To be offered in 1996–97. {L/F} 4 credits

LAT 215a Roman Historians

Selections from Livy, Sallust and Tacitus, with a focus on the intersection of historiography and ideology; the construction of the Roman national character; the deployment of ethical exemplars; female characters and the use of women's status and morals as a barometer of social health or decline. Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Roxanne Gentilcore

T Th 10:30–11:50 a.m.

[LAT 216b The Poetry of Ovid]

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*, *Heroides*, *Ars Amatoria*, *Remedia Amoris*, *Metamorphoses*, *Tristia* and *Epistulae ex Ponto*. Prerequisite: a 200-level course in Latin or the equivalent. To be offered in 1996–97. {L/F} 4 credits

LAT 332b Roman Letters

Selected readings from Roman epistolary literature, including works by Cicero, Pliny and Seneca. Attention to the development of epistolary theory and style; mechanics of exchange; private vs. public correspondence; and verse adaptations of the letter form. Prerequisite: 216b or permission of the instructor. {L/F} 4 credits

Roxanne Gentilcore

T Th 10:30–11:50 a.m.

LAT 334a Latin Satire

Features of satire as a uniquely Roman genre; readings from Horace and Juvenal. Prerequisite: 216b or permission of the instructor. {L/F} 4 credits

Nancy Shumate

T Th 1–2:50 p.m.

LAT 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits

LAT 404b Special Studies

4 credits

Graduate

LAT 580a Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits

LAT 580b Studies in Latin Literature

4 credits

Adviser for Graduate Study: Nancy Shumate.

Classics in Translation

CLS 227a Classical Mythology

The classical myths and their survival in literature, art and music. Special focus on Ovid's *Metamorphoses* and their influence. {L/A} 4 credits

Mark Morford

T Th 9–10:20 a.m.

[CLS 230a The Historical Imagination]**CLS 230b The Historical Imagination**

Topic for Spring 1996: The Classical Tradition in the United States. The interactions between the classical cultures of Ancient Greece and Rome and the United States from the age of European discovery to the present. This multidisciplinary course will explore the variety of ways in which Classical literature, architecture, mythology and other aspects of ancient society were imitated, adapted and challenged by Americans, particularly in the 18th century. Topics will include: the influence of the Classics on attitudes toward nature; local neo-classical architecture; American painters and the ruins of Rome; Thoreau, Fuller and Hawthorne.

{L/H} 4 credits

Roxanne Gentilcore

T Th 1–2:50 p.m.

CLS 232a Paganism in the Roman World

An introduction to the varieties of pagan religious experience in the Roman world from the first century BCE to the fourth century CE. Topics will include traditional cult practices, sacrifice, festivals, mystery religions and the philosophical critique of traditional religious practices. Special focus on the types of religious experience open to women in Greco-Roman antiquity. Attention also to the interaction of paganism with Christianity. 4 credits

Nancy Evans

T Th 9–10:20 a.m.

CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality.

{L/H} 4 credits

Nancy Shumate

T Th 1–2:50 p.m.

The Major in Greek, Latin or Classics

Advisers: Members of the Department.

Adviser for Study Abroad: Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the Department.

Basis: GRK 100d or LAT 100d or 111b (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level or above) or LAT (200 level or above); two from classics in translation (CLS); and three appropriate courses in archaeology (ARC), art history (ARH), education (EDC), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Justina Gregory.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written over the course of one (431a) or two (430d) semesters, and an examination in the general area of the thesis.

Greek, Latin or Classics Graduate

590d Research and Thesis
8 credits

590a Research and Thesis
4 or 8 credits

590b Research and Thesis
4 or 8 credits

Comparative Literature

Elizabeth Harries, Ph.D., Professor (English Language and Literature and Comparative Literature), *Director*

Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

*Maria Banerjee, Ph.D. (Russian Language and Literature)

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature)

†Ann Rosalind Jones, Ph.D. (Comparative Literature)

Jocelyne Kolb, Ph.D. (German Studies)

Hans Rudolf Valet, Ph.D. (German Studies and Comparative Literature)

Associate Professors

*Craig Davis, Ph.D. (English Language and Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Language and Literature)

Assistant Professors

*Anna Botta, Ph.D. (Italian Language and Literature)

Leyla Ezdinli, Ph.D. (French Language and Literature)

William Allan Neilson Professor

Rey Chow, Ph.D.

A comparative study of literature in two languages, one of which may be English.

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 320). An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of a score of 4 or 5 and first-year students with an SAT or English achievement score of 650 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings

and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

Genre

305a Studies in the Novel

Prose Romance. Romance novels, ancient and modern. Emphasis on the roles of authors (many of them women), narrators, readers. How do the literary conventions of this genre and the mythic assumptions that inform its plots relate to popular culture (and to "trash")? Authors studied include Atwood, Radcliffe, Austen, Heliodorus, Cervantes.

{L} 4 credits

Thalia Pandiri

M W F 1:10–2:30 p.m.

305b Studies in the Novel

Section A: The Picaresque Tradition. *Picaro*, rogue, outcast, vagrant, con artist, thief, fast talker, story teller, survivor—who is the antihero/ine

after whom a sub-genre of the novel is named? How does the story she/he tells of his/her adventures unmask the ideologies, the hypocrisy and the corruption of the society that marginalizes the narrator? Why is this genre particularly well suited to attract contemporary feminist and subversive writers? The course will study the evolution of the picaresque genre from its origins in 16th-century Spain (*Lazarillo de Tormes*) to its modern development in American literature and French feminist fiction and film. Texts by Quevedo, Cervantes, Lesage, Defoe, Diderot, Voltaire, Twain, Mann, Ellison, Kerouac, Isabel Allende, Kathy Acker and Leila Sebbar and films by Stanley Kubrick and Agnes Varda. {L} 4 credits

Janie Vanpée

M W 1:10–2:30 p.m.

Section B: The Postmodern Novel

This course will map the breakdown of large-scale unifying patterns in such postmodern writers as Cortázar, Calvino, Perec, Pynchon, Garat and Auster. Why is it that, like sand through a screen, the empirical world seems to escape even the most elaborate patterns and systems built by such writers? Is it possible to see their texts not as collapsed larger forms but as multiple mini-narratives that refine their readers' sensitivity to differences and their ability to tolerate paradox and uncertainty? {L} 4 credits

Anna Botta

W F 1:10–2:30 p.m.

315b The Primary Epic and Early National Legends

A comparative study of the first literary works to express a supratribal or national consciousness in a variety of non-Western and marginal European traditions. We will explore the distinctive worldview and value system represented by each work as well as seek to discover any common principles that govern the formation of national legends in general. We will also consider the form and performance of oral epic poetry, and theories of the process by which that poetry achieved literary form. {L} 4 credits

Craig Davis

T Th 10:30–11:50 a.m.

Period, Movement

239b Romanticism

A comparative analysis of representative English, French and German texts written between 1770 and 1830. Focus on such questions as: How were these writers influenced by the French and Industrial Revolutions? In what ways did they imagine human development, its relationship to culture and to the feminine? Texts by Sterne, Rousseau, Goethe, de Staël, William and Dorothy Wordsworth, Coleridge, Hölderlin, Keats, Mary Shelley, Byron, Stendhal. {L/H} 4 credits

Elizabeth Harries

T Th 10:30–11:50 a.m.

[268b Latina and Latin American Women Writers]

To be offered in 1996–97. 4 credits

272b Women Writing: 20th-Century Fiction

A cross-cultural, multi-racial study of 20th-century fiction by women, focusing on English- and French-speaking cultures. We will consider how writers challenge literary and social conventions, define their communities, make esthetic and political choices and inscribe sexuality. We will focus on themes such as mothers and daughters, desire, love, language and female subjectivity. We will pay special attention to changing meanings of "woman" and "women" as gender is inflected by culture, race, ethnicity, class and sexuality. All readings available in English. Writers will include such authors as Chopin, Woolf, Colette, Tan, Kincaid, Schwarz-Bart, Morrison, Blais, Duras and Wittig. {L/H} 4 credits

Marilyn Schuster

M W F 11 a.m.–12:10 p.m.

279a Women Writers of the Middle Ages

This course provides an introduction to the major women authors of the Middle Ages, translated from medieval Latin, English, French and Occitan, and spanning the 10th to the 15th centuries. Genres represented include love letters, *lais*, lyric poetry, liturgical poetry and drama, mystical meditations and spiritual autobiography. A final segment focuses on Christine de Pizan, an author renowned for her revisionist accounts of mythology and history in favor of women. Recommended

for students who have taken a 200-level course in literature or a course in some aspect of medieval culture. {L} 4 credits

Nancy Mason Bradbury (English) and Eglal Doss-Quinby (French)

T Th 9–10:20 a.m.

296a Enlightenment: Reason, Revolution and the Modern

This course will concentrate on certain genres (satire, the novel, drama, opera and the essay) in order to determine how they reflect the philosophy and ferment of the century that culminated in the Revolution of 1789. How is that revolution pre-saged in the works of Swift, Fielding, Voltaire, Rousseau, Diderot, Lessing, Charrière, Beaumarchais and Mozart? How do these artists represent and contribute to the intellectual, social, religious and aesthetic turmoil of their century, and to what extent are their ideas the source and stimulus for what we call modern? We will begin by reading the Prospectus to Diderot's *Encyclopédie*, conclude by reading the Declaration of Independence and supplement our reading with a viewing of several films. Permission of the instructor required. {L} 4 credits

Jocelyne Kolb (German)

M W 2:40–4 p.m.

322b Words and Music in Medieval Lyric

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin, Alfonso X of Castile. Special attention will be given to relationships between texts and their musical settings in such genres as the Provençal *canço* and the Galician-Portuguese *cantiga*. A reading knowledge of music or of French, Spanish or Portuguese, while helpful, is not required. {L/A} 4 credits

Alice Clemente and Paul Evans (Music)

T Th 3–4:50 p.m.

367b Imagined Homes: Literary Interpretations of the National Question

This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque,

Catalan, Puerto Rican and Palestinian authors whose attitudes with respect to their involvement in the national project differ greatly. Common thematic concerns which will be stressed are the depiction of Home, the relationship with the dominant culture, violence and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying the national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. {L/H} 4 credits

Reyes Lázaro (Spanish and Portuguese)

M W F 11 a.m.–12:10 p.m.

Special Topics

208b Postcolonial Theory, Film and Literature

Postcolonial theory focuses on the way in which traditional European art forms have imposed their ideologies on cultures in the non-west. Considering both classical and newly emerging texts and theories, we will ask how literature and film appropriate and interrogate these “master texts” in order to undo colonial imbalances of power and knowledge. Attention will also be given to how the East-West matrix is informed and complicated by gender, the use of language, constructions of nationality, subjectivity, agency and class. Authors and texts may include Aimé Césaire, Frantz Fanon, Chinua Achebe, Salman Rushdie, Gayatri Spivak, Homi Bhabha, Rey Chow, and the films of Zhang Yimou, Yasujiro Ozu, Glauber-Rocha and Ousmane Sembane. {L/H} 4 credits

Christopher Lupke (East Asian Languages and Literatures)

M W F 1:10–2:30 p.m.; viewing time to be arranged

CLS 230b The Historical Imagination 4 credits

Roxanne Gentilcore

T Th 1–2:50 p.m.

251b Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Wagner, Ibsen, De Vigny, Thomas Mann, Kafka, Shaffer,

Osborne and others. **{L/A}** 4 credits

Hans Vaegt

M W 2:40–4 p.m.

JUD 254a A Phoenix in Fetters: Modern

Hebrew Literature in English

4 credits

David Patterson

M W 2:40–4 p.m.

260a Modern Japanese Novels and the West

Comparing a selection of modern Japanese novels with their Western counterparts, this course will clarify Japan's pre-modern sensibility and its transformation after the Meiji Restoration (1868).

Comparisons will focus on a group of interrelated themes such as alienation, innocence, death, man-woman relationships and nature. Texts by Soseki, Mishima, Endo, Enchi, Kafka, Mann, Salinger. All readings are in English translation. No prior training in Japanese language or culture is required.

{L} 4 credits

Takao Hagiwara

T Th 1–2:50 p.m.

265a Literature and the Holocaust

Can (or should) art be made from atrocity? Is silence preferable? or some form of "non-literary" writing or witnessing? We will explore esthetic and moral questions that arise from attempts that writers and filmmakers (survivors and others) have made to "speak the unspeakable" through novels, stories, essays, poems, diaries and films. Authors studied will include Marguerite Duras, Primo Levi, Tadeusz Borowski, Jorge Semprun, Elie Wiesel, Nelly Sachs, Alain Resnais and Claude Lanzmann. Prerequisite: one college-level course in literature or permission of the instructor. **{L/H}** 4 credits

David Ball

M W F 10–10:50 a.m.

ENG 274b History of Criticism

Topic for 1995–96: Divisions between the Arts and the Sciences. 4 credits

Douglas Patey

To be arranged

276a Theories of the Paratext

This course examines the delimitations of the text in literature, film and television through a study of

the paratext, or the framing apparatus which permits the text to become a cultural artifact. The paratext includes prefaces, epigraphs, footnotes, titling, credit sequences, trailers and out-takes. We will analyze the ways in which the paratext grounds textual authority and cultural legitimacy. This course will address issues of gender, race, class, commodification and intellectual property in a wide range of contexts, including the 19th-century novel, television news, MTV and *The Simpsons*. **{L/H}** 4 credits

Leyla Ezdinli

M W F 1:10–2:30 p.m.

Critical Theory and Method

300a Contemporary Literary Theory

The interpretation of literary texts of various genres by psychoanalytic, Marxist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Lévi-Strauss, Jakobson, Freud, Lacan, Barthes and Derrida.

Enrollment limited to 25. **{L}** 4 credits

To be announced

T Th 3–4:50 p.m.

340b Problems in Literary Theory

Required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (e.g., evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291d and CLT 300a, or permission of the instructor. **{L}** 4 credits

Elizabeth Harries

T Th 3–4:50 p.m.

404a Special Studies

Admission by permission of the instructor and director. 4 credits

404b Special Studies

4 credits

The Major

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 253 or 254. FRN 260a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre, and one with a special topic (if available). (Only courses with a primary or cross listing in Comparative Literature count as comparative literature courses);
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 210d may be counted toward the comparative literature major). If a student takes both terms of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. CLT 300a and CLT 340b. (Note that GLT 291d is a prerequisite for 340b and should be taken as early as possible.)

Honors

Director: Elizabeth Harries.

430d Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year, and an oral examination.

Computer Science

Professors

Michael O. Albertson, Ph.D. (Mathematics)

Joseph O'Rourke, Ph.D.

Associate Professors

Merrie Bergmann, Ph.D., *Chair*

*Dominique F. Thiébaud, Ph.D.

Assistant Professors

Robert Roos, Ph.D.

Ileana Streinu, Ph.D.

Three computer science courses have no prerequisites. These are CSC 101 (Computer Literacy), CSC 111 (Computer Science I) and CSC 290 (Introduction to Artificial Intelligence). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

101a Computer Literacy

An introductory course surveying computers and computing. Computer science will be examined at many "levels": theory, hardware, systems, algorithms, programming, operating systems, networks, applications, societal impact. This is not a programming course, but students will write a few small programs. Although various application software will be explored, including word processors, spreadsheets and graphics programs, the goal will not be training but rather understanding. Topics discussed include local and national networks, computer security, "viruses," software reliability, artificial intelligence and the history of computing. Weekly lab, using Macintoshes. Enrollment limited to 60; 30 per lab section. **{M}** 4 credits

Robert Roos

T Th 9–10:20 a.m.; lab Th 1–2:50 p.m. or Th 3–4:50 p.m.

101b Computer Literacy

A repetition of 101a. Enrollment limited to 60; 30 per lab section. **{M}** 4 credits

Joseph O'Rourke

T Th 9–10:20 a.m.; lab Th 1–2:50 p.m. or Th 3–4:50 p.m.

111a Computer Science I

Introduction to a block-structured high-level programming language, such as Pascal. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. Enrollment limited to 40; 20 per lab section. **{M}** 4 credits

Merrie Bergmann

M W F 11 a.m.–12:10 p.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m.

111b Computer Science I

A repetition of 111a. Enrollment limited to 50; 25 per lab section. **{M}** 4 credits

Dominique Thiébaud

M W F 11 a.m.–12:10 p.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m.

112a Computer Science II

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or equivalent. **{M}** 4 credits

Ileana Streinu

T Th 10:30–11:50 a.m.; lab Th 1–2:50 p.m.

112b Computer Science II

A repetition of 112a. {M} 4 credits

Robert Roos

M W F 1:10–2:20 p.m.; lab Th 1–2:50 p.m.

220a Software Engineering

An introduction to the theory of software engineering. Practical applications to large-scale software, team programming and reusability will be emphasized. Students will program in state-of-the-art programming languages and environments, for instance object-oriented languages (such as C++) and the X-Windows environment. Students will see a programming project through from design to code-writing to documentation and release. Prerequisite: 112. {M} 4 credits

Joseph O'Rourke

M W F 11 a.m.–12:10 p.m.; lab Th 3–4:50 p.m.

231a Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor. {M} 4 credits

Merrie Bergmann

M W F 2:40–3:45 p.m.

[240a Computer Graphics]

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211 or permission of the instructor. To be offered in 1996–97. {M} 4 credits

250a Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. {M} 4 credits

Robert Roos

M W F 10–10:50 a.m.

[252b Algorithms]

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. To be offered in 1996–97. {M} 4 credits

262b Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. {M} 4 credits

Ileana Streinu

Lec. T Th 10:30–11:50 a.m.; lab Th 3–4:50 p.m.

[270b Digital Circuits and Computer Systems]

This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 15. To be offered in 1996–97. {M} 4 credits

[MTH 270b Introduction to Numerical Methods]**274b Computational Geometry**

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between writing several programs in C or exploring theoretical questions. Prerequisites: MTH 153, and either 112 or MTH 211. {M} 4 credits

Ileana Streinu

M W 2:40–4 p.m.

280b Topics in Programming Languages

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. **{M}** 4 credits

Robert Roos

M W F 11 a.m.–12:10 p.m.

290a Introduction to Artificial Intelligence

An introduction to artificial intelligence and to techniques employed to tackle problems in this area. Topics covered include: game playing, theorem proving and search strategies; logic and reasoning; machine learning; natural language understanding; neural networks; genetic programming; and philosophical issues. This course is designed for students with an interest in cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses. An AI programming language (usually LISP) will be taught during the first few weeks, with short programming assignments. Thereafter, students will have the option of choosing one of two tracks of required work: either continued programming projects or surveying and writing about cognitive science research. **{M}** 4 credits

Joseph O'Rourke

M W F 9–9:50 a.m.

330a Topics in Database Systems

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 231, or permission of the instructor. **{M}** 4 credits

Ileana Streinu

M W 2:40–4 p.m.

350b Seminar in Computer Networks and Distributed Systems

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the

area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 231. **{M}** 4 credits

Merrie Bergmann

T Th 1–2:50 p.m.

[352b Introduction to Parallel Processing]

Parallel programming is the action of breaking down a problem into smaller parts that can be assigned and solved in parallel by many processors or computers. This course presents a study of the hardware and software issues of parallel programming, including network topology, granularity of computation, algorithmic efficiency and complexity of parallel algorithms, speed up, and utilization. In this course students write programs for three different parallel-machines paradigms: a Single-Instruction-Single-Data (SISD) machine, a heterogeneous Multiple-Instruction-Multiple-Data (MIMD) environment of networked workstations, and a homogeneous MIMD multiprocessor system. The class is programming-intensive and allows the students to experiment with the languages Parallaxis, PVM (Parallel Virtual Machine) and Logical System's Parallel C for the transputer. Prerequisites: 112 and 252. To be offered in 1997–98. **{M}** 4 credits

[364b Computer Architecture]

Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. To be offered in 1996–97. **{M}** 4 credits

[390b Seminar in Artificial Intelligence]

Content varies from year to year depending on instructor. Possible concentrations include automatic theorem proving, natural language understanding, computer vision and neural networks. Prerequisite: 290. To be offered in 1997–98. {M} 4 credits

[394b Introduction to Translators and Compiler Design]

Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. To be offered in 1996–97. {M} 4 credits

400a Special Studies

For majors, by arrangement with a computer science faculty member. Variable credit as assigned

400b Special Studies

Variable credit as assigned

The Major

Advisers: Michael Albertson (Mathematics), Merrie Bergmann, Robert Roos, Ileana Streinu, Dominique Thiébaud.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. MTH 111, MTH 153, and one of MTH 211, MTH 245, MTH 246;
3. At least one of [252], 262, [270], 280;
4. At least one 300-level course;
5. At least two additional CSC courses beyond the 100 level.

The Minor

Students may minor in Computer Science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112.

1. Systems (six courses)

Adviser: Dominique Thiébaud.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:

- | | |
|---------|--|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 220 | Software Engineering |
| 231 | Microcomputers and Assembly Language |
| 262 | Introduction to Operating Systems |
| One of: | |
| 330 | Topics in Database Systems |
| 350 | Seminar in Computer Networks and Distributed Systems |

2. Computer Science and Language (six courses)

Adviser: Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- | | |
|---------|--|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 250 | Foundations of Computer Science |
| 280 | Topics in Programming Languages |
| 290 | Introduction to Artificial Intelligence |
| One of: | |
| [390] | Seminar in Artificial Intelligence] |
| [394] | Introduction to Translators and Compiler Design] |

3. Mathematical Foundations of Computer Science (six courses)

Advisers: Robert Roos, Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the

points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

111	Computer Science I
112	Computer Science II
250	Foundations of Computer Science
[252	Algorithms]
MTH 253	Combinatorics and Graph Theory
[MTH 353	Advanced Topics in Discrete Applied Mathematics]

Honors

Director: Joseph O'Rourke.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

Dance

Professor

Susan Kay Waltner, M.S., *Chair*

Associate Professor

Yvonne Daniel, Ph.D.

Assistant Professor

Rodger Blum, M.F.A.

Visiting Artist

Jin-Wen Yu

Five College Lecturers

Jim Coleman, M.F.A. (Associate Professor,
Mount Holyoke College)

Charles Flachs (Assistant Professor,
Mount Holyoke College)

Rose Flachs (Assistant Professor,
Mount Holyoke College)

Terese Freedman, B.A. (Associate Professor,
Mount Holyoke College)

Kenneth Lipitz (Lecturer, University of
Massachusetts)

Daphne Lowell, M.F.A. (Associate Professor,
Hampshire College)

Rebecca Nordstrom, M.F.A. (Associate Professor,
Hampshire College)

Peggy Schwartz, M.A. (Visiting Assistant Professor,
University of Massachusetts), *Five College
Chair*

Andrea Watkins, Ph.D. (Associate Professor,
University of Massachusetts)

Wendy Woodson, M.A. (Assistant Professor,
Amherst College)

Principal Pianist

Julius M. Robinson, B.S.

Teaching Fellows

Christy Bennett

Kitty Clark

Maryanne Delisle

Amie Dowling

Dan Ye

Amy Zarlengo

The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst. The faculty operates as one professional group, coordinating curriculum, performances and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange and student travel convenient and efficient. Complete Five College course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department

office. In addition, students may major in theatre with an emphasis in dance. See Theatre Department listing for further details.

Students planning to major in dance should take 151 and/or 171 in their first year and should take at least one studio class per semester.

A. Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

151a Elementary Dance Composition:**Improvisation**

Study and improvisational exploration of elements of dance, such as time, space, weight, energy content. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L. {A} 4 credits

Offered in the Five College Dance Department

151b Elementary Dance Composition:**Improvisation**

A repetition of 151a. {A} 4 credits

Susan Waltner

T Th 1–2:30 p.m.

171a Dance in the 20th Century

A survey of the principal influences on and directions of dance from mid-1800s to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, Afro-American dance forms (jazz, tap), dance on Broadway. Topic emphasis will be determined by the instructor. {A} 4 credits

Jin-Wen Yu

T Th 10:30 a.m.–noon at Smith

[181a Elementary Labanotation]**241b Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20. {A} 4 credits

Offered in the Five College Dance Department

252a Intermediate Dance Composition

Exploring structural principles of composition, including use of space, shape and dynamics; basic forms; two-part, three-part, theme and variations, rhythmic studies, content and expressivity in the creative process. Solo and group dance assign-

ments, some reading and written documentation of work inside and outside of the studio. Prerequisite: 151a or b. L. {A} 4 credits

Rodger Blum

T Th 1–2:30 p.m.

252b Intermediate Dance Composition

Projects and discussion in the choreographic process. The student will explore in solo, duet or group forms various devices and motivations utilized in creating dances; for example, motif and development, theme and variations, A-B-A, poetry, dialogue, music and other outlets for dance and movement expression. Some reading and writing required; journals, critical analysis. Prerequisite: 151a or b. L. {A} 4 credits

Offered in the Five College Dance Department

272a Dance and Culture

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for non-majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375, the Anthropology of Dance.) {A} 4 credits

Yvonne Daniel

M W 10:30 a.m.–noon

[272b Dance and Culture]**273b History of Dance: Issues in Dance History**

From dance's earliest beginnings in all human societies through its evolution to the experimentation of today's choreographers, the history of dance is multifaceted and multicultural. The purpose of this course is to engage in specialized inquiry of issues in dance history. Topics will change

from semester to semester, based on the expertise and special interest of the instructor. {E} {A} 4 credits
Offered in the Five College Dance Department

285a Laban Movement Analysis I

Laban Movement is a system used to study qualitative and quantitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre, or permission of the instructor. Enrollment limited to 20. {A} 4 credits
Offered in the Five College Dance Department

[287a Analysis of Rhythm from a Dancer's Perspective]

287b Analysis of Rhythm from a Dancer's Perspective

Same description as 287a. {A} 4 credits
Offered in the Five College Dance Department

342b Scientific Foundations of Dance II

Lectures and readings will focus on the principles underlying dance movement with emphasis on physiological and psychological injury prevention. A continuation of discussion of different techniques and their movement implication. Topics vary. L. Prerequisite: 241 or permission of the instructor. Required of all graduate students in Dance. {A} 4 credits
Offered in the Five College Dance Department

353a Advanced Dance Composition

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or permission of the instructor. {A} 4 credits
Offered in the Five College Dance Department

353b Advanced Dance Composition

A repetition of 353a. {A} 4 credits
Offered in the Five College Dance Department

375b The Anthropology of Dance

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance. Prerequisite: 272. {A} 4 credits
Yvonne Daniel

To be arranged

[377a Advanced Studies in History and Aesthetics of Dance]

377b Advanced Studies in History and Aesthetics of Dance

Topic for 1995–96: The Directions of American Contemporary Dance. Prerequisites: DAN 151a, Elementary Dance Composition, and DAN 171a, Dance in the 20th Century, or related dance history course. {A} 4 credits

Jin-Wen Yu

To be arranged

400a Special Studies

For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

400b Special Studies

1 to 4 credits

B. Production Courses

200a Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography and production run crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. {A}

1 credit
Rodger Blum
To be arranged

200b Dance Production

A repetition of 200a. Orientation meeting to be arranged. {A} 1 credit

Rodger Blum
To be arranged

C. Studio Courses

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take partial-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

217a Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. (E) {A} 2 credits
Offered in the Five College Dance Department

218b Floor Barre Movement Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. {A} 2 credits
Rodger Blum
To be arranged

249b The Mindful Body: Resources for Performing and Visual Artists

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. 2 credits
Susan Waltner, Monica Jakuc (Music)
To be arranged

113a Modern Dance I

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L. {A} 2 credits
Section I: *Amie Dowling*, T Th 9–10:20 a.m.
Section II: *Alana Rancourt*, T Th 9–10:20 a.m.

113b Modern Dance I

A repetition of 113a. {A} 2 credits
To be announced
To be arranged

114a Modern Dance II

For students who have taken Modern Dance I or the equivalent. L. {A} 2 credits

Kitty Clark

T Th 10:30–11:50 a.m.

114b Modern Dance II

A repetition of 114a. {A} 2 credits

To be announced

To be arranged

120a Ballet I

Introduction to fundamentals of classical balletic form: the understanding of correct body placement; positions of feet, head and arms; and the development of elementary habits of movement applicable to the form. L. {A} 2 credits

Amy Zarlengo

M W 9–10:30 a.m.

120b Ballet I

A repetition of 120a. {A} 2 credits

To be announced

To be arranged

121a Ballet II

An elaboration of the fundamentals of classical ballet introduced in Ballet I. Continued development of movement applicable to the form. L. {A} 2 credits

Dan Ye

T Th 3–4:30 p.m.

121b Ballet II

A repetition of 121a. {A} 2 credits

To be announced

To be arranged

130a Jazz I

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L. {A} 2 credits

Christy Bennett

M W 2:30–4 p.m.

130b Jazz I

A repetition of 130a. {A} 2 credits

To be announced

To be arranged

[131a Jazz II]**131b Jazz II**

An elaboration of the study of jazz dance technique with an emphasis on more extensive movement vocabulary. L. {A} 2 credits

To be announced

To be arranged

[136a Tap I]**[137b Tap II]****[138a Musical Theatre]****143a Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings. Enrollment limited to 30. {A} 2 credits

Yvonne Daniel

M 7–10 p.m.

143b Comparative Caribbean Dance I

Afro-Haitian Dance. {A} 2 credits

Offered in the Five College Dance Department

144b Comparative Caribbean Dance II

This course is designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: 143. Enrollment limited to 35. {A} 2 credits

To be announced

To be arranged

[145b Cuban Dance Traditions]

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. To be offered in 1996–97. **{A}** 2 credits

147a Chinese Folk Dance

Chinese Folk Dance is an elegant performing art with a strong historic continuity. Two or three styles of dance will be selected each semester from many, including Jiaozhou Yangge and Haiyang Yangge, Mongolian Dance, Huaguden Dance and Tibetan Dance. Enrollment limited to 20. **{A}** 2 credits

Dan Ye

T Th 1–2:30 p.m.

147b Chinese Folk Dance

A repetition of 147a. **{E}** **{A}** 2 credits

Dan Ye

To be arranged

148a Chinese Opera Dance

Students will be exposed to Chinese culture and dance through practices of Chinese Opera dance, lectures, demonstrations, discussions and viewing films. The major practice includes both fighting and lyrical dance styles. This course emphasizes both movement (technique) training and presentation (performing) training. Class activities also include observation, reading, writing journals and an end of semester showing. Prerequisite: one studio dance course. Enrollment limited. **{E}** **{A}** 2 credits

Jin-Wen Yu

M W 2:30–4 p.m.

149a Tai Ji Quan and Performance

This course emphasizes the physical practice of Yang style Tai Ji Quan, which is the most popular style of Tai Ji Quan and is famous for its slowness and continuity. It will be taught from the perspective of performing arts, instead of martial arts, and it aims to develop the abilities of concentration, composure and the sense of being through the

cultivation of internal energy flow. Tai Ji Quan is demonstrated in a mode of both mentality and physicality. In addition to physical practice, class activities also include reading articles, writing journals and discussion. **{E}** **{A}** 2 credits

Jin-Wen Yu

T Th 9–10:20 a.m.

149b Tai Ji Quan and Performance

A repetition of 149a. **{E}** **{A}** 2 credits

Jin-Wen Yu

To be arranged

215a Modern Dance III

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range and incorporating strength) and movement expressivity (phrasing, dynamics and rhythmic acuity). Prerequisite: 113a or b and a minimum of one year of modern dance study. **{A}** 2 credits

Susan Waltnr

M W 1–2:30 p.m.

215b Modern Dance III

A repetition of 215a. **{A}** 2 credits

Offered in the Five College Dance Department

216a Modern Dance IV

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. **{A}** 2 credits

Offered in the Five College Dance Department

216b Modern Dance IV

A repetition of 216a. **{A}** 2 credits

Susan Waltnr

To be arranged

222a Ballet III

A continued elaboration of classical ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Development of performance qualities and style. Prerequisite: 121a or b or permission of the instructor. **L. {A}** 2 credits

Rodger Blum

T Th 10:30 a.m.–noon

223b Ballet IV

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L. {A} 2 credits

Rodger Blum

To be arranged

232a Jazz III

A further examination of jazz dance principles of polyrhythms, syncopation and body isolations with an emphasis on more extended movement phrases and musicality. Focus on clarity of style and presentation. Dance performance attendance and dress code as required by individual instructor. L. {A} 2 credits

Maryanne Delisle

T Th 3-4:50 p.m.

[232b Jazz III]**233b Jazz IV**

Emphasis on extended movement phrases, complex musicality and development of jazz dance style. Class attendance and dress code as required by individual instructor. L. {A} 2 credits

To be announced

To be arranged

317a Modern Dance V

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. By audition/permission only. Prerequisite: 216a or b. L and P. {A} 2 credits

Jin-Wen Yu

M W 9-10:30 a.m.

[317b Modern Dance V]**318b Modern Dance VI**

Further refinement of dance technique and performance skills. Audition required. Prerequisite: 317a or b. L and P. {A} 2 credits

Jin-Wen Yu

To be arranged

324a Ballet V

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L. By audition/permission only. {A} 2 credits

Rodger Blum

M W 1-2:30 p.m.

325b Ballet VI

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L. By audition/permission only. {A} 2 credits

Rodger Blum

To be arranged

[326b Ballet Variations]**334a Jazz V**

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance and dress code as required by individual instructor. L. {A} 2 credits

Offered in the Five College Dance Department

334b Jazz V

A repetition of 334a. {A} 2 credits

Offered in the Five College Dance Department

C. The Major

Advisers: Susan Waltner, Rodger Blum, Yvonne Daniel.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history, creative and aesthetic studies, scientific aspects of dance, the language of movement

(Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

Requirements:

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits), and 252
5. five courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit no more than twice.
6. Dance 400 (4 credits) must be taken in the senior year.
7. two courses from the following: 353, 377, 375, 342, 400

D. The Minor

Advisers: Members of the Smith College Department of Dance.

Requirements: Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and two studio classes (each worth two credits). The elective courses may be chosen from [181], 241, 252, 272, 273, 285, 287, 353, and [375]. One of the elective courses may consist of one studio course plus two credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

Studio Courses: Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the in-

structor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

- 136 Tap I
- 137 Tap II
- 138 Musical Theatre
- 143 Comparative Caribbean Dance
- 144 Comparative Caribbean Dance II
- 145 Cuban Dance Traditions
- 147 Chinese Folk Dance
- 148 Chinese Opera Dance
- 149 Tai Ji Quan and Performance
- 113 Modern Dance I
- 114 Modern Dance II
- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI
- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV
- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II
- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V

Honors

430d Thesis

8 credits

2431a Thesis

8 credits

E. Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Depart-

ment of Dance office and the Five College Dance Department office.

Adviser: Susan Waltner.

F. Graduate: M.F.A. Program

Adviser: Yvonne Daniel.

"P" indicates that permission of the instructor is required.

510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P. 4 credits

To be announced

To be arranged

510b Theory and Practice of Dance IB

Studio work in dance technique. Prerequisite:

510a. P. 4 credits

To be announced

To be arranged

520a Theory and Practice of Dance IIA

Studio work in dance technique. Prerequisites:

510a and b. P. 4 credits

To be announced

To be arranged

520b Theory and Practice of Dance IIB

Studio work in dance technique. Prerequisites:

510a and b, 520a. P. 4 credits

To be announced

To be arranged

521a Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography.

Prerequisite: two semesters of choreography.

4 credits

Susan Waltner

M W F 10:30 a.m.—noon

590a Research and Thesis

Production project. 4 credits

590b Research and Thesis

4 credits

591a Special Studies

4 credits

591b Special Studies

4 credits

[540a History and Literature of Dance]

[553b Choreography and Music]

East Asian Languages and Literatures

Assistant Professors

Maki Hirano Hubbard, Ph.D., *Chair*

Takao Hagiwara, Ph.D.

†Teresa Yu, Ph.D.

Young-Hee Lee, Ph.D.

Christopher Lupke, Ph.D.

Lecturers

Hongchu Fu, M.A.

Jin-hee Kim, M.A.

Shin Watanabe, M.A.

Keiko Ueda, B.A.

Instructor

Sophie Volpp, M.A.

Assistants

Keiko Ueda, B.A.

Min Pan, M.A.

A. Courses in English

CHI 241a The Chinese Literary Tradition: From Early Times to the T'ang

A survey of Chinese literature from its beginnings to the end of the T'ang dynasty. The values of Chinese literary civilization, the role of the Confucian classics, developments in lyric poetry, rhapsody, fiction as well as other prose genres and literary criticism will be examined through a study of representative works. {L} 4 credits

Hongchu Fu

M W F 1:10–2:30 p.m.

CHI 242b The Chinese Literary Tradition: T'ang to the Ch'ing

A survey of Chinese literature from the T'ang dynasty to the end of the Ch'ing period. Developments in poetry, drama, the novel as well as other prose genres and literary criticism will be examined through a study of representative master works. {L} 4 credits

Sophie Volpp

M W F 2:40–4 p.m.

CHI 260a Modern Chinese Literature

Modern China has undergone profound social, cultural and political changes that in a relatively

short time have challenged centuries of Confucian tradition and institutions. The course focuses on the presentation of self and society in modern Chinese literature, the role of the writer and intellectual in modern China and the development of the Chinese narrative and poetic traditions. Readings include selected fiction and poems in translation from the late Qing Dynasty to the present, covering works of the May Fourth period, PRC literature and writings from Taiwan. Whenever possible students are encouraged to make comparisons with Western literature. {L} 4 credits

Christopher Lupke

M W F 2:40–4 p.m.

CLT 208b Postcolonial Theory, Film and Literature

Postcolonial theory focuses on the way in which European aesthetic forms and ideologies have been both imposed on and appropriated by cultures of the non-West. Considering both classical and newly emerging texts and theories, we will ask how literature and film appropriate and interrogate these “master texts” in order to undo colonial imbalances of power and knowledge. Attention will also be given to how the East-West matrix is informed and complicated by gender, the use of language, constructions of nationality, subjectivity,

agency and class. Authors include Aimé Césaire, Frantz Fanon, Chinua Achebe, Salman Rushdie, Gayatri Spivak, Homi Bhabha, and the films of Zhang Yimou, Yasujiro Ozu, Glauber Rocha and Ousmane Sembane. **{L/H/A}** 4 credits

Christopher Lupke

M W F 1:10–2:30 p.m.; viewing time to be arranged

[JPN 230b Japanese Language and Culture]

The study of Japanese at the socio-cultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. Offered in alternate years. **{S}** 4 credits

[JPN 250a Classical Japanese Literature]

CLT 260a Modern Japanese Novels and the West

Comparing a selection of modern Japanese novels with their Western counterparts, this course will clarify Japan's pre-modern sensibility and its transformation after the Meiji Restoration (1868). Comparisons will focus on a group of interrelated themes such as alienation, innocence, death, man-woman relationships and nature. Texts by Soseki, Mishima, Endo, Enchi, Kafka, Mann, Salinger, etc. All readings are in English translation. No prior training in Japanese language or culture is required. Offered in alternate years. 4 credits

Takao Hagiwara

T Th 1–2:50 p.m.

JPN 260b Modern Japanese Literature

Selected readings in translation from modern Japanese fiction and poetry by representative writers such as Jun'ichiro Tanizaki, Kobe Abe, Yukio Mishima and Kenji Miyazawa. This course explores the authors' literary styles and such themes as *amae* (dependence), alienation, death and nature. **{L}** 4 credits

Takao Hagiwara

T Th 1–2:50 p.m.

[JPN 360b Seminar: Images of Women in Japanese Literature]

KOR 230b Modern Korean Literature

An introductory exploration of Korean literature from the early years of the 20th century to the present day. Particular attention will be paid to the social and historical context of the literature, and to the life experiences of the authors. Major periods include enlightenment, colonial and division. Fiction is emphasized and the works of women—early and contemporary—are included. Both lectures and discussions are employed. A knowledge of Korean literature and history is not required. In English. **{L}** 4 credits

Young-Hee Lee

T Th 9–10:20 a.m.

B. Chinese Language

Credit is not granted for the first semester only of an introductory language course.

CHI 110d Chinese I (Intensive)

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters. This course is designed for students with no background in Chinese. Enrollment limited to 15. **{F}** 12 credits

Sec. I: *Sophie Volpp*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.

Sec. II: *Hongchu Fu*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

CHI 220d Chinese II

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audio-visual materials. Prerequisite: 110d. Enrollment limited to 15. **{F}** 8 credits

Sophie Volpp, Hongchu Fu

M W F 11 a.m.–12:10 p.m.

CHI 301a Chinese III

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials, supplemented by audio-visual materials.

Prerequisite: 220d or the equivalent. {F} 4 credits
Christopher Lupke
 M W F 11 a.m.–12:10 p.m.

CHI 302b Chinese III

A continuation of 301a. Includes introduction to newspaper Chinese and expository composition.
 Prerequisite: 301a. {F} 4 credits
Christopher Lupke
 M W F 11 a.m.–12:10 p.m.

CHI 360a Advanced Readings in Chinese Literature

This course focuses on advanced readings in modern Chinese literature for students who have completed the equivalent of three years of Chinese language study. Assignments will include writing essays in Chinese, quizzes, discussion on the stories and examinations, both oral and written. Class discussion will be primarily in Chinese. The course is designed to cultivate skills in reading comprehension and to facilitate an understanding of the language beyond textbook Chinese. Prerequisite: CHI 302b or the equivalent. {L/F} 4 credits
Christopher Lupke
 M W F 10–10:50 a.m.

CHI 404a Special Studies

For students engaged in independent projects in connection with China-related individual studies. 4 credits

CHI 404b Special Studies

4 credits

C. Japanese Language

Credit is not granted for the first semester only of an introductory language course.

JPN 110d Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, three writing systems, including 500 Kanji. Designed for students with no background in Japanese. {F} 12 credits

Section I: *Shin Watanabe*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.

Section II: *Maki Hirano Hubbard*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

JPN 220d Japanese II

Course focuses on development of oral proficiency, acquisition of advanced sentence patterns, and reading and writing practices. Oral/aural communicative skills will be attained together with a solid understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. Enrollment limited to 15 per section. {F} 8 credits

Section I: *Keiko Ueda*, M W F 11 a.m.–12:10 p.m.

Section II: *Takao Hagiwara*, M W F 1:10–2:20 p.m.

JPN 301a Japanese III

Development of advanced proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 220d or the equivalent. {F} 4 credits
Shin Watanabe
 M W F 11 a.m.–12:10 p.m.

JPN 302b Japanese III

A continuation of 301a. Prerequisite: 301a or the equivalent. {F} 4 credits
Shin Watanabe
 M W F 11 a.m.–12:10 p.m.

JPN 350a Contemporary Texts

Study of various contemporary texts from films, newspapers, magazines, learned journals, etc. with a view to developing reading competence in original materials, as well as discussion skills. Class and discussions are conducted in Japanese. Prerequisite: 302 or permission of the instructor. {F} 4 credits

Takao Hagiwara
 T Th 3–4:30 p.m.

JPN 404a Special Studies

For students engaged in independent projects in connection with Japan-related studies. 4 credits

JPN 404b Special Studies

4 credits

D. Korean Language

Credit is not granted for the first semester only of an introductory language course.

KOR 110d Korean I (Intensive)

An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This course is designed for students with no background in Korean. Enrollment limited to 15. {F} 12 credits
Sec. I: *Jin-bee Kim*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.

Sec. II: *Young-Hee Lee*, M W F 11–11:50 a.m., T Th 10:30–11:50 a.m.

KOR 220d Korean II

A continuation of KOR 110d. The course places equal emphasis on oral proficiency, grammar, and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are introduced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. {F} 8 credits

First semester: *Young-Hee Lee*; Second semester: *To be announced*
M W F 10–10:50 a.m.; drill Th 4–4:50 p.m.

KOR 301a Korean III

Continued development of reading and grammatical skills through short prose sections presented in Korean letters and in mixed script (*Hangŭl* orthography and Chinese characters). Prerequisite: 220d or the equivalent. {F} 4 credits

Jin-bee Kim

M W F 11 a.m.–12:10 p.m.

KOR 302b Korean III

A continuation of 301a. Prerequisite: 301a or the equivalent. {F} 4 credits

Jin-bee Kim

M W F 11 a.m.–12:10 p.m.

The Minor

Advisers: Members of the Department.

The course requirements are designed so that a student will concentrate on one of the East Asian

languages, but will have the option of being exposed to the other courses in the department.

Requirements: The first year of Chinese (CHI 110d), Japanese (JPN 110d), or Korean (KOR 110d) is a prerequisite for admission. The minor will consist of a total of six courses in the following distribution:

1. Chinese II (CHI 220d), Japanese II (JPN 220d), or Korean II (KOR 220d).
2. Four courses on East Asian literature in translation and linguistics chosen from the following:

CHI 241a	The Chinese Literary Tradition: From Early Times to the T'ang
CHI 242b	The Chinese Literary Tradition: T'ang to the Ch'ing
CHI 260a	Modern Chinese Literature
CHI 301a	Chinese III
CHI 302b	Chinese III (A continuation of 301a)
CHI 360a	Advanced Readings in Chinese Literature
CHI 404a,b	Special Studies
CLT 260a	Modern Japanese Novels and the West
[JPN 230b	Japanese Language and Culture]
[JPN 250a	Classical Japanese Literature]
JPN 260b	Modern Japanese Literature
JPN 301a	Japanese III
JPN 302b	Japanese III (A continuation of 301a)
JPN 350a	Contemporary Texts
[JPN 360b	Seminar: Images of Women in Japanese Literature]
JPN 404a,b	Special Studies
KOR 230b	Modern Korean Literature
KOR 301a	Korean III
KOR 302b	Korean III (A continuation of 301a)

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

East Asian Studies

East Asian Studies Advisory Committee

Daniel K. Gardner, Professor of History
 Marilyn Rhie, Ph.D., Art and East Asian Studies
 Taitetsu Unno, Professor of Religion and East Asian Studies
 Dennis Yasutomo, Associate Professor of Government, *Director of the Program in East Asian Studies*
 Maki Hirano Hubbard, Assistant Professor of East Asian Languages and Literatures

Participating Faculty

Steven M. Goldstein, Professor of Government
 Takao Hagiwara, Assistant Professor of East Asian Languages and Literatures
 Jamie Hubbard, Yehan Numata Lecturer in Buddhist Studies
 Young-Hee Lee, Assistant Professor of East Asian Languages and Literatures
 Christopher Lupke, Assistant Professor of East Asian Languages and Literatures
 Keiko Ueda, Lecturer and Assistant in East Asian Languages and Literatures

HST 218a (C) Thought and Art in China

Topic for 1995–96: Confucian and Taoist Thought and Art in China. A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. {H/A} 4 credits

Daniel Gardner, Marilyn Rhie (Art and East Asian Studies)

T 1–4 p.m.

GOV 228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits

Dennis Yasutomo

T Th 9–10:20 a.m.

[249a Traditional Japan]

An introduction to premodern Japan. The course will survey the development and evolution of Japan's society, cultural traditions, political identity and interaction with foreign cultures from its origins to the 19th century. To be offered in 1996–97. 4 credits

250b Modern Japan

An introduction to and analysis of Japanese culture and society in the 20th century. While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post–World War II society, culture and political economy.

4 credits

Dennis Yasutomo

Th 1–4 p.m.

270b Colloquium in East Asian Studies

Topic for 1995–96: The Art of Korea. 4 credits

Marilyn Rhie

Th 1–4 p.m.

REL 273a Colloquium in East Asian Religions

Topic for 1995–96: Japanese Religion. The development of Japanese religious traditions from their inception to the present day, their relationship to the state and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) {H} 4 credits

Jamie Hubbard

M W F 2:40–4 p.m.; Friday film showing will occasionally go beyond 4 p.m.

[275b Colloquium: Japan–United States Relations]

[279b Colloquium: The Art and Culture of Tibet]

GOV 348a Seminar in International Politics

4 credits

Dennis Yasutomo

T 1–2:50 p.m.

GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan

Permission of the instructor is required. 4 credits

Dennis Yasutomo

T 1–2:50 p.m.

380b Seminar in East Asian Studies

Topic for 1995–96: Tibetan Painting. Study of the religious content, stylistic, regional and sectarian variations in the wall paintings and tangkas of Tibet from the 9th–19th century. **{H/A}** 4 credits

Marylin Rhie

T 1–2:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Advisers: Daniel K. Gardner, Takao Hagiwara, Maki Hirano Hubbard, Young-Hee Lee, Marilyn M. Rhie, Taitetsu Unno, Dennis Yasutomo.

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese or Japanese language (CHI 110d or JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese or Japanese language (CHI 220d or JPN 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
 - I. East Asian art, literature, religion, or other humanities;
 - II. East Asian history, government, economics, or other social sciences.

Division I

- | | |
|-----------|--|
| [ART 207b | The Art of China] |
| ART 208b | The Art of Japan |
| [ART 375b | Studies in Asian Art] |
| CHI 241a | The Chinese Literary Tradition: From Early Times to the T'ang |
| CHI 242b | The Chinese Literary Tradition: T'ang to the Ch'ing |
| CHI 260a | Modern Chinese Literature |
| CLT 260a | Modern Japanese Novels and the West |
| [EAS 249a | Traditional Japan] |
| EAS 270b | Colloquium in East Asian Studies |
| [EAS 275b | Colloquium: Japan–United States Relations] |
| [EAS 279b | The Art and Culture of Tibet] |
| EAS 380b | Seminar in East Asian Art: Tibetan Painting |
| HST 218a | Thought and Art in China: Confucian and Taoist Thought and Art |
| [JPN 230b | Japanese Language and Culture] |
| [JPN 250a | Classical Japanese Literature] |
| JPN 260b | Modern Japanese Literature |
| [JPN 360b | Seminar: Images of Women in Japanese Literature] |
| KOR 230b | Modern Korean Literature |
| REL 110b | Poetry as Contemplation (Section A) |
| REL 110b | Politics of Enlightenment (Section E) |
| REL 272a | Buddhist Thought |
| REL 273a | Colloquium in East Asian Religions: Japanese Religion |
| REL 279b | Colloquium in Buddhist Studies |
| REL 282b | Readings in Chinese Buddhist Texts |
| REL 372b | Problems in Buddhist Philosophy |

Division II

- [EAS 249a Traditional Japan]
- EAS 250a Modern Japan
- [EAS 275b Colloquium: Japan–United States Relations]
- [EAS 279b The Art and Culture of Tibet]
- GOV 228a The Government and Politics of Japan
- GOV 230b The Government and Politics of China
- GOV 344a Seminar on Foreign Policy of the Chinese People's Republic
- GOV 348a Seminar in International Politics: Conflict and Cooperation in Asia
- [GOV 349b Seminar in International Relations and Comparative Politics]
- GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- [HST 211a The Emergence of China]
- [HST 212b China in Transformation, A.D. 700–1850]
- [HST 213a Aspects of Chinese and Japanese History: Elite Culture in China: The Arts and Letters of the Literati]
- HST 214b Aspects of Chinese History: Religion in China
- HST 218a Thought and Art in China: Confucian and Taoist Thought and Art
- [HST 317a Topics in Chinese History]

Additionally, there are opportunities available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs.

Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

Economics

Professors

Robert T. Averitt, Ph.D.
 Frederick Leonard, Ph.D.
 Mark Aldrich, Ph.D.
 Cynthia Taft Morris, Ph.D.
 *Andrew Zimbalist, Ph.D.
 †Randall Bartlett, Ph.D.
 Robert Buchele, Ph.D.
 Roger T. Kaufman, Ph.D.

Associate Professors

Charles P. Staelin, Ph.D.

Karen Pfeifer, Ph.D., *Chair*
 Thomas A. Riddell, Ph.D.
 Nola Reinhardt, Ph.D.
 Elizabeth Savoca, Ph.D.
 Deborah Haas-Wilson, Ph.D.
 Mahnaz Mahdavi, Ph.D.

Assistant Professor

Cynthia Browning, Ph.D.

Laboratory Instructor

Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 227 and 280 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

123b Cheaper By the Dozen: 12 Economic Ideas for the Nineties

Presenting essential economic concepts in lay English and using a modicum of mathematics, this guide is intended for the concerned citizen-student who has never taken, and may never again have a chance to take, a course in economics. It applies economic reasoning to some of the most important social issues of our times, such as the healthcare controversy, environmental degradation, poverty and the welfare system, and international trade. Invited speakers, videos and one or more field trips will complement a variety of read-

ings. The course may not be counted toward the major or minor in economics. Open only to junior and senior non-economics majors. (E) {S} 4 credits

Karen Pfeifer

M W F 1:10–2:30 p.m.

150a Introductory Microeconomics

An introduction to supply and demand analysis and its application to contemporary economic problems. {S} 4 credits

Mark Aldrich, Director; Members of the Department

M W F 9–9:50 a.m.; M W F 11–11:50 a.m.; M W F 1:10–2 p.m.; T Th 10:30–11:50 a.m.; T Th 1–2:20 p.m.

150b Introductory Microeconomics

A repetition of 150a. {S} 4 credits

Nola Reinhardt, Director; Members of the Department

M W F 9–9:50 a.m.; M W F 10–10:50 a.m.; M W F 11–11:50 a.m.; M W F 1:10–2 p.m.; M W 2:40–4 p.m.; T Th 1–2:20 p.m.

153a Introductory Macroeconomics

Major determinants of unemployment and inflation and policies for promoting full employment

and price stability. **{S}** 4 credits

Mahnaz Mahdavi, Director; Members of the Department

M W F 10–10:50 a.m.; M W F 11–11:50 a.m.; M W 1:10–2:30 p.m.; M W 2:40–4 p.m.; T Th 9–10:20 a.m.

153b Introductory Macroeconomics

A repetition of 153a. **{S}** 4 credits

Robert Buchele, Director; Members of the Department

M W F 9–9:50 a.m.; M W F 10–10:50 a.m.; M W F 11–11:50 a.m.; M W 1:10–2:30 p.m.; T Th 10:30–11:50 a.m.; T Th 1–2:20 p.m.

190a Introduction to Statistics for Economists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of microcomputers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended.

{S} 4 credits

Robert Buchele, Molly Robinson (Social Sciences)

Lec. T Th 10:30–11:50 a.m.; lab T 1–2:50 p.m.; T 3–4:50 p.m.; To be arranged

190b Introduction to Statistics for Economists

A repetition of 190a. **{S}** 4 credits

Cynthia Browning, Molly Robinson (Social Sciences)

Lec. T Th 9–10:20 a.m.; lab T 1–2:50 p.m.; T 3–4:50 p.m.; W 2:10–4 p.m.

[227b Mathematical Economics]

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, ECO 253, and 250 or permission of the instructor. To be offered in 1996–97. **{S}** 4 credits

329b The Design of Models in Economic Analysis

A study of the construction, use and evaluation of economic models, both abstract and empirically based. Topics will cover the range of concerns addressed by computational economics: macroeconomic simulation, market simulation, transportation problems, public policy analysis in such areas as environmental protection, health care and urban decay, the limits to growth, and the study of complex systems. The emphasis is on “hands on” modeling using the computer, although no prior programming experience is required. Prerequisites: 250, 253, 190, and MTH 111, or permission of the instructor. **{S}** 4 credits

Charles Staelin

T Th 10:30–11:50 a.m.

B. Economic Theory

250a Intermediate Microeconomics

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer and social choice. Attention to pricing under various market structures and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system are examined. Prerequisite: 150. **{S}** 4 credits

Deborah Haas-Wilson

Lec. M W F 11 a.m.–12:10 p.m.; dis. W 10–10:50 a.m.; W 1:10–2 p.m.; F 10–10:50 a.m.

250b Intermediate Microeconomics

A repetition of 250a. **{S}** 4 credits

Charles Staelin

Lec. M W 1:10–2:30 p.m.; dis. M 2:40–3:30 p.m.; T 1–1:50 p.m.; W 9–9:50 a.m.

253a Intermediate Macroeconomics

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. **{S}** 4 credits

Roger Kaufman

Lec. M W F 11 a.m.–12:10 p.m.; dis. W 2:40–3:30 p.m.; F 10–10:50 a.m.; F 1:10–2 p.m.

253b Intermediate Macroeconomics

A repetition of 253a. {S} 4 credits

Frederick Leonard

Lec. T Th 10:30–11:50 a.m.; dis. W 11–11:50 a.m.; W 1:10–2 p.m.; W 2:40–3:30 p.m.

[256b Marxian Political Economy]

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. To be offered in 1996–97. {S} 4 credits

270b History of Economic Thought

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. {S} 4 credits

Robert Averitt

M W F 11–11:50 a.m.

278a Evolutionary Economics

An exploration of evolutionary analyses of economic behavior. With the evolutionary approach it is possible to address dynamic processes involving time, uncertainty, innovation and structural change that cannot be easily analyzed within the orthodox equilibrium model. Evolutionary analysis will be applied to such topics as technological innovation, institutional change, the production of consumer tastes, and environmental problems. Prerequisites: 150 and 153 or the equivalent. (E) {S} 4 credits

Cynthia Browning

M W 2:40–4 p.m.

280a Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and 190, and MTH 111. {S} 4 credits

Elizabeth Savoca

Lec. T Th 9–10:20 a.m.; lab W 2:40–4 p.m.

[321a Seminar: Economics of Organizations]

Economic analysis of administrative structures as actors in, and substitutes for, markets. Organizations as economic cost reducing institutions. Internal characteristics, impacts on economic performance, information and decision making. Effective use of human talent via internal labor markets. Determinants of the boundaries between organizations and markets. Prerequisite: 250. Offered in alternate years. To be offered in 1996–97. {S} 4 credits

[327a Seminar: Economic Methodology]**333a Seminar: Free Market Economics**

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. {S} 4 credits

Fred H. Leonard

Th 3–4:50 p.m.

C. The American Economy

220b Labor Relations and Economic Performance

The role of education, training and labor-management relations in productivity growth and international competitiveness. Comparative analysis of labor relations and economic performance in the U.S. and other major OECD countries (e.g., Japan, Germany and Sweden). New directions in labor relations at the workplace. Are unions any longer relevant? Prerequisites: 150, 153 and 190. {S} 4 credits

Robert Buchele

M W F 1:10–2:30 p.m.

222a Women's Labor and the Economy

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education

and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150 and 190. **{S}** 4 credits

Mark Aldrich

M W F 9–9:50 a.m.

224b Environmental Economics

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits

Mark Aldrich

T Th 9–10:20 a.m.

[225a Political Economic Analysis]

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200. To be offered in 1996–97. **{S}** 4 credits

[230b Urban Economics]

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty, and financing local government. Prerequisites: 150 and 153. To be offered in 1996–97. **{S}** 4 credits

245b Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Economic, mathematical and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 111, and 190. **{S}** 4 credits

Mabnaz Mabdavi

T Th 3–4:20 p.m.

257a Growth and Crisis in the U.S. Economy

Alternative theories of the dynamics of accumulation, the business cycle, and structural crisis and change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neoclassical, liberal, post-Keynesian and neoMarxian perspectives, with focus on determinants of unem-

ployment, price inflation and structural change from 1970 to the present. Prerequisites: 150 and 153. **{S}** 4 credits

Karen Pfeifer

T Th 10:30–11:50 a.m.

275a Money and Banking

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. **{S}** 4 credits

Robert Averitt

M W F 11–11:50 a.m.

[283a American Economic History: Colonial Times to 1870]

Economic change in the United States, including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy, and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150 and 153. To be offered in 1996–97. **{S}** 4 credits

285b American Economic History: 1870–1990

Major topics include the economic results of Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. **{S}** 4 credits

Mark Aldrich

T Th 1–2:20 p.m.

[314b Industrial Organization]

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures and antitrust law. Prerequisite: 250. To be offered in 1996–97. **{S}** 4 credits

[315b Seminar: The Economics of Regulation]**317a Law and Economics**

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety and evolution of property rights; the problems of common pool resources, including the oceans; the economics of tort, liability and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250. **{S}** 4 credits
Charles Staelin

T Th 9–10:20 a.m.

331b Seminar: The Economics of Professional Sports

This seminar will explore the economics of professional sports in the United States. Issues of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. **{S}** 4 credits

Andrew Zimbalist

T 3–4:50 p.m.

D. International and Comparative Economics

205a International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. **{S}** 4 credits

Mahnaz Mahdavi

M W F 11–11:50 a.m.

206b International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy

for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **{S}** 4 credits

Mahnaz Mahdavi

T Th 10:30–11:50 a.m.

[208b European Economic Development]

Covers the industrial revolutions of northwestern Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and contemporary international capitalism (expansion and depression, world wars and recovery). Prerequisites: 150 and 153 or permission of the instructor. To be offered in 1996–97. **{S}** 4 credits

209b Comparative Economic Systems

Survey of leading types of economic systems, focusing on contrasting roles of private and government sectors. Evaluation of comparative economic performance stressing distributional equity as well as allocative efficiency and economic growth. The roles of political and social influences stressed throughout the course. Analysis of Eastern Europe's difficulties in introducing capitalism, many rooted in their history, analyzed and contrasted with Chinese experience and the experience of selected other Asian and Latin American countries: discussion of stabilization, price liberalization and privatization policies. Appraisal of mixed capitalist economies, particularly Sweden. Dynamic characteristics of advanced capitalist economies with emphasis on the United States, compared with models of capitalism of Marx, Polanyi, Schumpeter and Heilbroner. Prerequisites: 150 and 153. **{S}** 4 credits

Cynthia Taft Morris

T Th 3–4:20 p.m.

211a Economic Development

An overview of major economic issues in the Third World (Asia, Latin America, Africa and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy and international financial issues (lending, balance of payments deficits, the

debt crisis). Prerequisites: 150 and 153. Recommended: 250. **{S}** 4 credits

Nola Reinhardt

M W 1:10–2:30 p.m.

[213b The World Food System]

214b Economies of the Middle East and North Africa

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. **{S}** 4 credits

Karen Pfeifer

M W F 10–10:50 a.m.

305a Seminar: International Economics

Topic for 1995–96: The “New” Theories of International Trade and Benefits of Economic Integration. The “new” theories of international trade have thrown into question all the neat conclusions of the neo-classical, comparative advantage tradition which dates back to Ricardo and Smith. In particular, these new theories provide some evidence that trade liberalization may not be optimal for either trading partner, nor for the world as a whole. We will look at the economic and political impact of recent moves toward economic integration, including NAFTA, LAFTA and the EU in the light of both the received and the new theories, and examine the prospects for further integration of the world economy. Prerequisites: 205 and 250. **{S}** 4 credits

Charles Staelin

T 1–2:50 p.m.

309a Seminar: Topics in Comparative Economic Systems

Topic for 1995–96: Transitions to Capitalism in Eastern Europe: Theoretical approaches to transitions to capitalist economic growth; specific attitudinal and legal-political barriers to the establishment of capitalist market systems; key institutions and policies likely to contribute to raising living standards widely within two or three decades; and

the critical role of local and regional as well as central government in successful capitalist transitions. The course will be a training workshop for the preparation of a 30-page research paper on which students will work throughout the semester. Prerequisites: 250 or 253. **{S}** 4 credits

Cynthia Taft Morris

T 3–4:50 p.m.

310b Seminar: Comparative Labor Economics

In comparison with workers in other industrial economies, Japanese workers allegedly have greater job security, less job mobility, more extensive job training, weaker labor unions and wages that are linked more closely to seniority than job performance. Female workers also allegedly encounter more discrimination in Japan than elsewhere. We shall examine the economic theories that explain these differences and the extent to which they are true. Finally, we shall assess their contributions to Japan's remarkable economic growth. Prerequisites: 250 and 190 or the equivalent. (E) **{S}** 4 credits

Roger Kaufman

Th 1–2:50 p.m.

311a Seminar: Topics in Economic Development

Topic for 1995–96: Miracle Economies? Economic Development in East Asia. In recent decades, many East Asian economies have “taken off.” This seminar will explore the nature of these “miracle economies.” Has economic growth been coupled with equity? Has the quality of life improved for the majority of people? What are the roots of the high growth rates and are they sustainable? Topics include development and growth strategies, industrial policies, industrial relations and business organization. Prerequisites: 211, and 250 or 253. Recommended: 209. **{S}** 4 credits

Nola Reinhardt

Th 3–4:50 p.m.

318b Seminar: Latin American Economics

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. Recommended background: 205 and 206. **{S}** 4 credits

Nola Reinhardt

Th 3–4:50 p.m.

404a Special Studies

Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's "Handbook for Prospective Majors." 8 credits

The Major

Advisers: Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Nola Reinhardt.

Basis: 150 and 153.

Requirements: 10 semester courses including the basis, 190, 250, 253, and one 300-level course (or honors thesis).

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

Honors

Director: Mahnaz Mahdavi.

Basis: 150 and 153.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: 10 semester courses including the basis, 190, 250, 253, and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

Education and Child Study

Professors

Seymour William Itzkoff, Ed.D.
 Raymond A. Ducharme, Jr., Ed.D.
 Alan L. Marvelli, Ed.D.
 Sue J. M. Freeman, Ph.D.
 Alan N. Rudnitsky, Ph.D., *Chair*

Assistant Professors

Rosetta Marantz Cohen, Ed.D.
 Ageliki Nicolopoulou, Ph.D.

Lecturers

Cathy Weisman Topal, M.A.T.
 Hedwig Rose, Ed.D.
 Francis L. Gougeon, Ed.M.

Jeffrey Korostoff, Ed.D.
 Gordon L. Noseworthy, Ed.D.
 Bruce E. Willard, Ed.D.

Lecturer and Practice Teaching Supervisor

Cathy Hofer Reid, Ph.D.

Mendenhall Fellow

Carla O'Connor

Teaching Fellows

Adrienne E. Downie, B.A.
 Elizabeth A. Hastings, B.A.
 Christopher F. Rogers, A.B.
 Deborah A. Scalfani, B.A.
 Shana Senez, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools, are urged to consult the department as early as possible during their college career.

340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to senior majors. {S} 4 credits

Raymond Ducharme

M 3–5 p.m.

Historical and Philosophical Foundations

110a Change and Challenge in American Education

Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in school settings. Not

open to students who have had two or more courses in the department. {S} 4 credits
Rosetta Marantz Cohen, Director, and Members of the Department
 M W F 10–10:50 a.m.

[120b Education and the Liberal Arts]

History of the development of the concept of a liberal arts education. To be offered in 1996–97. {S} 4 credits

221a Classical Education

Study of the educational ideas of the Greeks: the Socratic dialogues of Plato; *Republic*; Aristotle on politics and education. {S} 4 credits
Seymour Itzkoff
 M W 1:10–2:30 p.m.

222b Modern Educational Classics

The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey and others in the modern tradition in schooling and society. {S} 4 credits
Seymour Itzkoff
 M W 11 a.m.–12:10 p.m.

236a American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. **{S}** 4 credits

Rosetta Marantz Cohen

T Th 1–2:20 p.m.

[336b Seminar in American Education]

To be offered in 1996–97. **{S}** 4 credits

AMS 221b Colloquium

Topic for 1995–96: The American Teacher: The History and Sociology of “Women’s True Profession.” This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives, and to understand the roots of its status as “special, but shadowed.” Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960s and the recent attempts to elevate the teacher’s professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher and ethnographies of classroom life. Enrollment limited to 20. **{S}** 4 credits

Rosetta Marantz Cohen

T Th 10:30–11:50 a.m.

552a Perspectives on American Education

Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits

Raymond Ducharme

M 3–5 p.m.

Sociological and Cultural Foundations

200a Education in the City

Education problems of the inner city considered in the context of schools, teachers, students and community. **{S}** 4 credits

Hedwig Rose

M W 2:40–4 p.m.

232b Foundations of Secondary Education

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students. **{S}** 4 credits

Hedwig Rose

T Th 11 a.m.–12:10 p.m.

234b Modern Problems of Education

Topic for 1995–96: The Contemporary Crisis in Education: The Public Schools and Alternatives.

{S} 4 credits

Seymour Itzkoff

M W 1:10–2:30 p.m.

237a Comparative Education

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. **{S}** 4 credits

Hedwig Rose

M 7–9:30 p.m.

[323b Seminar in Humanism and Education]

To be offered in 1996–97. **{S}** 4 credits

Sue Freeman

337a Seminar: Literacy in Cross-Cultural Perspective

The nature of literacy and its significance for both societies and individuals: key topics include cultural variations in its forms and uses, the processes and institutions by which it is transmitted across generations, and its role in development and education. This comparative and socio-cultural approach will be used to address current debates over such issues as the cognitive consequences of literacy, the determinants of success and failure in acquiring it, and its relationship to patterns of power and inequality in contemporary society. Prerequisite: 235 or permission of the instructor. **{S}** 4 credits

Ageliki Nicolopoulou

W 2–4 p.m.

[341b The Child in Modern Society]

Learners and the Learning Process

235a Child and Adolescent Growth and Development

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. {S} 4 credits

Ageliki Nicolopoulou

T Th 10:30–11:50 a.m.

235b Child and Adolescent Growth and Development

A repetition of 235a. {S} 4 credits

Ageliki Nicolopoulou

T Th 10:30–11:50 a.m.

238a Educational Psychology

The application of psychological principles of development, motivation and learning to contemporary educational problems. {S} 4 credits

Alan Rudnitsky

T Th 9–10:20 a.m.

[239b Counseling Theory and Education]

Study of various theories of counseling and their application to children and adolescents in educational settings. To be offered in 1996–97. {S} 4 credits

Sue Freeman

[248a Special Education]

249b Children Who Cannot Hear

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children. {S} 4 credits

Alan Marvelli

T Th 9–10:20 a.m.

350b Learning Disabilities

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems.

Admission by permission of the instructor. {S} 4 credits

Sue Freeman

T 1–2:50 p.m.

353b Education of the Gifted

What are giftedness and talent? Stages in the education of the gifted human. The social significance of the gifted. {S} 4 credits

Seymour Itzkoff

W 7:30–9:30 p.m.

510b Human Development and Education

Examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies, and uses them to trace the complex ways that individual and socio-cultural elements interact in the formation of mind and the development of intelligence from infancy through adolescence. The aim is both to give students a solid grounding in the essential frameworks and conceptual resources of developmental psychology and also to enhance their ability to make use of this understanding in practical contexts. 4 credits

Ageliki Nicolopoulou

W 2–4 p.m.

[540b Critical Thinking and Research in Education]

567a English Language Acquisition and Deafness

A psycholinguistic account of English language acquisition of normal-hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits

Peter de Villiers

M 3:30–5:30 p.m.

Curriculum and Instruction

231a Foundations and Issues of Early Childhood Education

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation

procedures, review of existing programs. Direct contacts with preschool children and conferences with professionals in the area. Required practicum, observations and field trip. **{S}** 4 credits

Ageliki Nicolopoulou

T Th 1–2:30 p.m.

332b Children's Literature

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor. **{S}** 4 credits

To be announced

To be arranged

333b Information Technology and Learning

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined.

Students will become proficient in the language

LOGO and LinkWay, a multimedia authoring tool.

Prerequisite: two courses in education or permission of the instructor. **{S}** 4 credits

Alan Rudnitsky

Th 3–4:50 p.m. and one laboratory hour to be arranged

338a The Reading Process

The nature of language and meaning.

Psycholinguistic issues in the teaching of beginning and fluent reading. Discussion of reading disabilities, whole language and other issues. **{S}** 4 credits

Seymour Itzkoff

M 7:30–9:30 p.m.

[339b Reading Problems in School Learning]

347b Individual Differences Among Learners

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisite: 235 or 238. **{S}** 4 credits

Sue Freeman

Th 1–2:50 p.m.

305a The Teaching of Art

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years. **{S}** 4 credits

Cathy Topal

M 7–10 p.m.

[316b The Teaching of Music]

Methods and materials, K–12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities.

Must be able to match pitch, sing a simple tune and follow a single line of music. Admission by permission of the instructor. Offered in alternate years. **{S}** 4 credits

345d Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April. **{S}** 12 credits

Alan Rudnitsky, and Members of the Department

T 3–4:50 p.m.

346a Reflective Practice in Secondary Schools

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor. **{S}** 4 credits

Rosetta Marantz Cohen

T 3–4:50 p.m.

346b Reflective Practice in Secondary Schools

A repetition of 346a.

Recommended background: 232a. Admission by permission of the instructor. {S} 4 credits

Rosetta Marantz Cohen

T 3–4:50 p.m.

[381a The Teaching of History and the Social Studies]

548a Student Diversity and Classroom Teaching

An examination of difference, including cognitive and affective development, race, ethnicity, sex, class, and their consideration in teaching and learning. Also, special needs, abuse issues and the multilanguage classroom as factors in classroom teaching and student learning. Research and field work required. {S} 4 credits

Sue Freeman

Th 3–4:50 p.m. plus weekly study sessions

554b Cognition and Instruction

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits

Alan Rudnitsky

M 7:30–9:30 p.m.

Special Studies

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations (EDC 110 cannot be used to fulfill this requirement); one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in

Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department.

Adviser for Study Abroad: Seymour Itzkoff.

Director of Teacher Education: Alan Rudnitsky.

Teacher/Lecturers—Secondary Program

Joanne Arnold, B.S. (Mathematics)

Robert Bonneau, M.A. (English)

Robert Charette, M.Ed. (History)

Vincent Falardeau, M.A. (French)

Peter Shaughnessy, M.A. (Science)

Teacher/Lecturers—Elementary and Early Childhood Program

Barbara Baker, Ed.M.

Elizabeth Cooney, A.B.

Molly Couch, Ed.M.

Michelle S. Dilts, B.S.

Marie A. Frank, M.Ed.

Martha N. Guzowski, B.S.

Rita F. Harris, B.S.

Janice Henderson, Ed.M.

Elizabeth A. Hennessy, M.Ed.

Shauneen Kroll, A.B.

Rosemary E. Rigoletti, Ed.M.

Maureen Ross, B.A.

Janice Marie Szymaszek, Ed.M.

Gary A. Thayer, B.A.

Sandra Warren, Ed.M.

Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an

(e) on the following list are elective. The specific courses taken by a student are worked out with a faculty adviser.

Requirements for Programs Leading to Teacher Certification

Secondary Teacher (9–12) in the following fields:

English	Mathematics
History	Biology
Social Studies	Chemistry
French	Earth Science
Spanish	General Science
	Physics
	Visual Art

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:
 - EDC 232 Foundations of Secondary Education
 - EDC 235 Child and Adolescent Growth and Development
 - EDC 238 Educational Psychology
 - EDC 347 Individual Differences Among Learners
 - EDC 346a/b Reflective Practice in Secondary Schools

GRADUATE

- completion of Master of Arts in Teaching degree
- departmental assessment of subject matter preparation and background in the use of information technology
- complete the following courses in Education and Child Study:
 - EDC 556 Learning in Classrooms (Summer Program)

- EDC 559 Clinical Internship in Teaching I (Summer Program)
- EDC 559 Clinical Internship in Teaching II
- EDC 552 Perspectives on American Education
- EDC 548 Student Diversity and Classroom Teaching
- EDC 510 Human Development and Education
- or
- EDC 554 Cognition and Instruction
- Four advanced courses in the subject area

Elementary Teacher (1–6) & Early Childhood Teacher (N–3)

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in a liberal arts discipline
- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:
 - EDC 235 Child and Adolescent Growth and Development
 - EDC 238 Educational Psychology
 - EDC 347 Individual Differences Among Learners
 - EDC 345d Preschool and Elementary Curriculum and Methods
 - one course in either historical and philosophical or sociological and cultural foundations of education (not EDC 110)
 - one course in the area of early childhood education (for Early Childhood Teacher)

GRADUATE

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessment of subject matter knowledge in early childhood education (for Early Childhood Teacher)

- complete the following courses in Education and Child Study:

EDC 556	Learning in Classrooms (Summer Program)
EDC 559	Clinical Internship in Teaching I (Summer Program)
EDC 559a/b	Clinical Internship in Teaching II
EDC 552	Perspectives on American Education
EDC 548	Student Diversity and Classroom Teaching
EDC 510	Human Development and Education
EDC 554	Cognition and Instruction
Two electives—selected to address assessed needs in specific areas of competence	

a. Special Needs

Adviser: Sue Freeman.

EDC 248a	Special Education
EDC 249b	Children Who Cannot Hear (e)
[EDC 339b]	Problems in School Learning (e)
EDC 347b	Individual Differences Among Learners (e)
EDC 350b	Learning Disabilities (e)
EDC 353b	Education of the Gifted (e)

b. Child Development/Early Childhood

Adviser: Ageliki Nicolopoulou.

EDC 231a	Foundations and Issues of Early Childhood Education
[EDC 341b]	The Child in Modern Society (e)
EDC 345d	Preschool and Elementary Curriculum and Methods (e)
EDC 347b	Individual Differences Among Learners (e)

c. Learning and Instruction

Advisers: Alan Rudnitsky, Ageliki Nicolopoulou.

EDC 232b	Foundations of Secondary Education (e)
EDC 333b	Information Technology and Learning (e)

EDC 338a	The Reading Process (e)
EDC 345d	Preschool and Elementary Curriculum and Methods (e)
[EDC 356b]	Curriculum Principles and Design (e)
[EDC 540b]	Critical Thinking and Research in Education (e)
EDC 554b	Cognition and Instruction (e)

d. Secondary Teaching

Advisers: Raymond Ducharme, Rosetta Marantz Cohen.

EDC 232b	Foundations of Secondary Education
EDC 346a/b	Reflective Practice in Secondary Schools
EDC 347b	Individual Differences Among Learners (e)
One course from Historical and Philosophical Foundations	

e. Education Studies

Advisers: Seymour W. Itzkoff, Raymond Ducharme, Rosetta Marantz Cohen.

This minor does not require EDC 235 and EDC 238.

Six courses from:

[EDC 120]	Education and the Liberal Arts]
EDC 221	Classical Education
EDC 222	Modern Educational Classics
EDC 232	Foundations of Secondary Education
EDC 234	Modern Problems of Education
EDC 236	American Education
EDC 237	Comparative Education
[EDC 341]	The Child in Modern Society]
[EDC 336]	Seminar in American Education]

Student-Initiated Minor

Requirements: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: To be announced.

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester or of throughout the senior year.

An examination in the candidate's area of concentration.

580a Advanced Studies

Open to seniors by permission of the department.
4 credits

Members of the Department

580b Advanced Studies

4 credits

Ruth Moore

Th 7:30–9:30 p.m.

590a Research and Thesis

4 or 8 credits

Members of the Department

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Members of the Department

Graduate

Advisers: Members of the Department.

510b Human Development and Education

[**540b Critical Thinking and Research in Education**]

552a Perspectives on American Education

554b Cognition and Instruction

548a Student Diversity and Classroom Teaching

559a Clinical Internship in Teaching II

4 credits

Members of the Department

559b Clinical Internship in Teaching II

4 credits

559d Clinical Internship in Teaching II

8 credits

567a English Language Acquisition and Deafness

Engineering

The Minor

Emphases in the Minor:

CHEMICAL ENGINEERING

Adviser: To be announced.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 111a, PHY 115 and 116, and MTH 225b; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

CIVIL ENGINEERING

Adviser: Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222, and PHY 115 and 116; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241 Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

COMPUTER ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112, and MTH 153.

Requirements: (at Smith) PHY 115, 116, and CSC 231a; (at UMass) ECE 211, ECE 214, and ECE 221.

ELECTRICAL ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115, 116, and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, PHY 224b, or MTH 212a or b; (at UMass) ECE 211, ECE 212, and ECE 214.

INDUSTRIAL ENGINEERING AND OPERATIONS RESEARCH

Adviser: Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211, and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245a, plus either MTH 247 or ECO 280a; (at UMass) IEOR 379 and IEOR 380, plus one additional approved IEOR course.

MECHANICAL ENGINEERING

Adviser: Malgorzata Zielinska-Pfabé (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: same as for the physics major, plus at UMass ME 211, ME 230, plus one additional approved ME course.

English Language and Literature

Professors

Francis Murphy, Ph.D., Litt.D. (Hon.)
 Harold Lawrence Skulsky, Ph.D.
 Dean Scott Flower, Ph.D.
 William Allan Oram, Ph.D.
 Jefferson Hunter, Ph.D., *Chair*
 Douglas Lane Patey, Ph.D.
 Susan R. Van Dyne, Ph.D. (Women's Studies and
 English Language and Literature)
 **Charles Eric Reeves, Ph.D.
 Ronald Russell Macdonald, Ph.D.
 Elizabeth Wanning Harries, Ph.D. (English Language
 and Literature and Comparative Literature)
 Margaret L. Shook, Ph.D.
 Sharon Cadman Seelig, Ph.D.

Grace Hazard Conkling Writer-in-Residence

Karl Kirchwey, M.A.

Associate Professors

Nora F. Crow, Ph.D.

**Patricia Lyn Skarda, Ph.D.

*Richard Millington, Ph.D.

*Craig R. Davis, Ph.D.

Michael Gorra, Ph.D.

Gillian Kendall, Ph.D.

Assistant Professors

Nancy Mason Bradbury, Ph.D.

†Cornelia Pearsall, Ph.D.

Luc Gilleman, Ph.D.

Lecturers

Robert Ellis Hosmer, Jr., Ph.D.

Ann E. Boutelle, Ph.D.

Julio Alves, Ph.D.

¹Debra L. Carney, M.F.A.

¹Holly Davis, M.A.

¹Heidi Holder, Ph.D.

¹Mary Koncel, M.F.A.

²Brian Turner, M.F.A.

²Hugh Burns, Ph.D.

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre.

First-Level Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. ENG 101 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and

Literature and English Language and Composition may receive four credits each, providing they do not take English 101.

101a Introduction to College Writing

Conducted as writing workshops in sections limited to 15 students each, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration. Priority will be given to incoming students in the fall-semester sections. 4 credits

Director, Sharon Cadman Seelig

A: *Sharon Cadman Seelig*, M W F 9–9:50 a.m.

B: *Brian Turner*, M W 1:10–2:30 p.m.

C: *Julio Alves*, T Th 9–10:20 a.m.

D: *Holly Davis*, T Th 9–10:20 a.m.

E: *Julio Alves*, T Th 10:30–11:50 a.m.

F: *Holly Davis*, T Th 10:30–11:50 a.m.

G: *Mary Koncel*, T Th 10:30–11:50 a.m.

H: *Ann Boutelle*, T Th 1–2:20 p.m.

I: *Debra Carney*, T Th 1–2:20 p.m.

J: *Heidi Holder*, T Th 3–4:20 p.m.

Bilingual students and non-native speakers are especially encouraged to register for section C, E or F.

101b Introduction to College Writing

A repetition of 101a. 4 credits

Julio Alves

T Th 9–10:20 a.m.

First-Level Courses in Literature

120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. 4 credits

Director, William Oram

A. Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. {L}

To be announced, M W F 1:10–2 p.m.; *Michael Gorra*, T Th 9–10:20 a.m.; *Ann Boutelle*, T Th 10:30–11:50 a.m.; *To be announced*, T Th 10:30–11:20 a.m.

B. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in poetry, fiction and drama, including such authors as Plato, Shakespeare, Flaubert, Yeats, Joyce and Rich. {L}

Robert Hosmer

T Th 9–10:20 a.m.

C. Reading and Writing Short Poems

Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the

present. Writing includes critical essays, imitations and original poetry. {L}

Jefferson Hunter

M W F 10–10:50 a.m.

D. Satire

The aims and techniques of invective, abuse and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons and others. {L}

Douglas Patey

M W F 8–8:50 a.m.

E. Modern Short Stories

A study of the short story sequence as a characteristic modern genre, beginning with Joyce (*Dubliners*) and Anderson (*Winesburg, Ohio*) and including such figures as Flannery O'Connor, Bobbie Ann Mason, Gloria Naylor, Julian Barnes and William Trevor. {L}

Dean Flower

M W F 9–9:50 a.m.

F. Comic Drama

Plays by Jonson, Shakespeare, Wilde, Shaw, Beckett and others, with emphasis on traditional themes and techniques of comic writing and stagecraft. {L}

Harold Skulsky

M W F 11 a.m.–12:10 p.m.

G. Reading and Writing Short Stories

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody, and original stories. {L}

Patricia Skarda

M W F 1:10–2 p.m.

H. Modern Drama

Reading of a selection of modern and contemporary plays that investigate problems of language and gender. Playwrights to include Osborne, Pinter, Stoppard, Churchill, Handke, Pommerance, Albee, Rabe, O'Neill, Gems, Beckett, Gray, Kopitt, Shaffer, Pirandello. {L}

Luc Gilleman

M W F 10–10:50 a.m.

I. Utopias and Imaginary Worlds

The use of imaginary worlds to speculate about society and human nature. What makes one human? How much is "human nature" determined by biology? by cultural conditioning? What fantasies inform the idea of the non-human? Works will include both utopias and science fiction. Thomas More, Wells, Dick, LeGuin, Lem, Zamyatin and others. {L}

William Oram

M W F 9–9:50 a.m.

J. Fact and Fiction

A study of history and history-making as represented in drama and fiction, with particular attention to the way "facts" are contained within various literary forms. Texts include: Henry James, *The Aspern Papers*; Julian Barnes, *Flaubert's Parrot*; short stories by Walter Pater, Vernon Lee, Jorge Luis Borges, Elena Garro; plays by G.B. Shaw, the Federal Theatre Project, Tom Stoppard, Suzan-Lori Parks, Anna Deveare Smith. {L}

Heidi Holder

T Th 1–2:20 p.m.

120b Colloquia in Literature

A repetition of 120a. 4 credits

Director, Dean Flower

A. Fiction

Douglas Patey

M W F 9–9:50 a.m.

B. Modern Irish Writing

An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanaugh and others. {L} 4 credits

Dean Flower

M W F 9–9:50 a.m.

C. Love and the Literary Imagination

Nora Crow

M W 1:10–2:30 p.m.

D. The Literature of New England

Works by Emerson, Hawthorne, Thoreau, James, Sarah Orne Jewett and Robert Lowell. {L} 4 credits

Francis Murphy

T Th 9–10:20 a.m.

E. Reading and Writing Short Stories

Gillian Kendall

T Th 10:30–11:50 a.m.

180a The Reading of Poetry

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors. Enrollment limited to 20. {L}

4 credits

Eric Reeves

T Th 3–4:20 p.m.

180b The Reading of Poetry

A repetition of 180a. {L} 4 credits

Robert Hosmer

M W F 11 a.m.–12:10 p.m.

190b Questioning Texts

Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works by women and men from different cultures and historical periods (e.g., William Shakespeare, Christina Rossetti, Chinua Achebe, Maxine Hong Kingston). We will pay attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20.

{L} 4 credits

Director, Sharon Cadman Seelig

Nancy Mason Bradbury, M W F 9–9:50 a.m.; *Luc*

Gilleman, T Th 9–10:20 a.m.; *Sharon Cadman*

Seelig, T Th 1–2:20 p.m.

Second-Level Courses

Letters in square brackets after courses indicate which category of major requirement No. 4 each fulfills.

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

See Interdepartmental and Extradepartmental Course Offerings.

212a Telling and Retelling

A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revise or at least allude to work of the past? Texts include *Jekyll and Hyde* and *Mary Reilly*; *Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres*; *Frankenstein* and *Love's Children*; *Tess of the d'Urbervilles* and *French Lieutenant's Woman*; *Persuasion* and *Presumption: An Entertainment*; *Possession*; *Chatterton*; and works by Toni Morrison and her biblical sources. Recommended for non-majors. {L} 4 credits

Patricia Skarda

T Th 10:30–11:50 a.m.

200d The English Literary Tradition

A study of the English literary tradition from the middle ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 650 or higher and students with English AP score of 4 or 5. {L} 8 credits
Lec. W 2:40–4 p.m.; sections as below:

First semester:

Director, Nancy Mason Bradbury

A: Harold Skulsky, M W F 9–9:50 a.m.

B: William Oram, M W F 11 a.m.–12:10 p.m.

C: Nancy Mason Bradbury, M W F 11 a.m.–12:10 p.m.

D: Sharon Cadman Seelig, T Th 9–10:20 a.m.

Second semester:

Director, Michael Gorra

A: Michael Gorra, M W F 10–10:50 a.m.

B: Jefferson Hunter, M W F 11 a.m.–12:10 p.m.

C: William Oram, M W F 11 a.m.–12:10 p.m.

D: Richard Millington, T Th 10:30–11:50 a.m.

[214a Old English]

A study of the language of Anglo-Saxon England (c. 450–1066) and a reading of the Old English elegies. To be offered in 1996–97. [3a] {L/F} 4 credits

[215b Beowulf]

A reading of Anglo-Saxon England's most powerful and significant poem. To be offered in 1996–97.

[3a] {L/F} 4 credits

216a Chaucer

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. [3a] {L} 4 credits

Nancy Mason Bradbury

T Th 10:30–11:50 a.m.

216b Chaucer

A repetition of 216a. Enrollment in each section limited to 25. [3a] {L} 4 credits

Sec. I: Ronald Macdonald, M W F 9–9:50 a.m.

Sec. II: Craig Davis, T Th 3–4:20 p.m.

222a Shakespeare

A Midsummer Night's Dream, *As You Like It*, *I Henry IV*, *Measure for Measure*, *King Lear*, *Macbeth*, *Coriolanus*, *The Tempest*. Enrollment in each section limited to 25. [3a] {L} 4 credits
Gillian Kendall, Director

Sharon Cadman Seelig, M W F 11 a.m.–12:10 p.m.; Gillian Kendall, T Th 9–10:20 a.m.

223b Shakespeare

Romeo and Juliet, *Richard II*, *Hamlet*, *Twelfth Night*, *Troilus and Cressida*, *Othello*, *Antony and Cleopatra*, *The Winter's Tale*. Enrollment in each section limited to 25. [3a] {L} 4 credits

Ronald Macdonald, Director

Harold Skulsky, M W F 11 a.m.–12:10 p.m.;

Ronald Macdonald, M W F 1:10–2 p.m.; Gillian

Kendall, T Th 9–10:20 a.m.

HST 225b (C) Authority and Legitimacy in the Age of More and Shakespeare

An examination of the texts and historical context of Shakespeare's *Richard II*, *Henry IV*, *Henry V*, *Richard III* and *King Lear*, More's *Utopia* and *The History of Richard III*, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. [3a] {L/H} 4 credits

William Oram, Howard Nenner (History)

M W F 1:10–2:30 p.m.

228a Milton

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of

baroque style, educational theorist and Attorney for the Defense of God. [3a] {L} 4 credits

Eric Reeves

T Th 1–2:20 p.m.

228b Milton

A repetition of 228a. [3a] {L} 4 credits

Harold Skulsky

M W F 9–9:50 a.m.

234a Pope, Swift and Their Circle

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. [3b] {L} 4 credits

Nora F. Crow

M W 1:10–2:30 p.m.

AAS 237b Major Black Writers: Fiction

238a The 18th-Century Novel

A study of novels written in England from Aphra Behn to Jane Austen and Mary Shelley (1688–1818). Emphasis on the novelists' narrative models and choices, with special attention to novels by and about women. [3b] {L} 4 credits

Elizabeth Harries

T Th 1–2:50 p.m.

CLT 239b Romanticism

242a Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Lamb, de Quincey, Hazlitt and Mary Shelley to provide intellectual, cultural and social contexts. [3b] {L} 4 credits

Patricia Skarda

M W F 10–10:50 a.m., optional discussion Th 4–4:50 p.m.

243b The Victorian Novel

The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. [3c] {L} 4 credits

Michael Gorra

M W F 11 a.m.–12:10 p.m.

AAS 243b Afro-American Autobiography

AAS 245b The Harlem Renaissance 1912–1940

246a American Literature from Its Beginnings to 1865

A study of American writers as they seek to define a role for literature in their changing society.

Works by Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Dickinson and their predecessors. [3c] {L} 4 credits

Francis Murphy

T Th 10:30–11:50 a.m.

248b American Literature from 1865 to 1914

A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of "realism" and "naturalism" and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson and E.A. Robinson. [3c] {L} 4 credits

Dean Flower

M W F 1:10–2:10 p.m.

[250b Modern American Writing]

American writing in the first half of the 20th century. Fiction by Wharton, Cather, Hemingway, Fitzgerald, Hurston, Faulkner, Wright and others; a sampling of modernist poetry, including works by Frost, Stevens, Hughes, Williams, Moore and others; a film comedy from the Thirties. To be offered in 1996–97. [3d] {L} 4 credits

251b Modern American Poetry

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis. [3d] {L} 4 credits

Francis Murphy

T Th 10:30–11:50 a.m.

253a Modern Fiction

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, E.M. Ford, Arnold Bennett, D.H.

Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble. [3d] {L} 4 credits

Michael Gorra

T Th 10:30–11:50 a.m.

256b Joyce

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses* and *Finnegans Wake* (selections). [3d] {L} 4 credits

Jefferson Hunter

M W F 10–10:50 a.m.

257b Modern British and American Drama

A study of recent developments in British and American drama, emphasizing interconnectedness and crossfertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays.

Works by Hellman, Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Lochhead, Churchill, Shange, Hwang. Occasional screenings of plays. [3d] {L} 4 credits

Luc Gilleman

T Th 10:30–11:50 a.m.

[262b Recent American Writing]

Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. To be offered in 1996–97. [3d] {L} 4 credits

274b History of Criticism

Topic for 1995–96: Divisions between the Arts and the Sciences. An introductory exploration of how, over time, the disciplines of knowledge have been divided up, designed to give students a historical understanding of how terms like “art,” “science,” “literature” and “criticism” have come to take on their modern meanings. Particular attention to moments of change and to controversies (both old

and very recent) over where dividing lines should fall, and what difference it makes (especially to literary study) how the disciplines are thought to be divided. Prerequisite: an upper-level literature course. [3e] {L/H} 4 credits

Douglas Patey

T Th 9–10:20 a.m.

276a Mystery, Cinema and Narrativity

A study of the way popular mystery genres—film noir, murder mysteries, detective stories—are related to complex narrative experimentation in modern fiction and film. Emphasis on investigation and its generic conventions, intertextuality, parody and self-reference, and theories of narrative. Discussion of such films as *The Maltese Falcon*, *Vertigo*, *The Third Man*, *The Passenger* and *Chinatown*, along with fiction by E.C. Bentley, Poe, Borges, Nabokov and Robbe-Grillet. Recommended background: one advanced literature course and one film studies course. Screening fee. [3d] {L} 4 credits

Dean Flower

M W F 1:10–2:10 p.m.; Screening times M W 7:30–9:30 p.m.

278a Writing Women

Topic for 1995–96: Remaking American Fiction. A study of the work of 19th and early 20th-century women writers as they give literary expression to women's experience and define for themselves a distinctive cultural role. Works by recently “recovered” women writers such as Warner, Parton, Phelps, along with more familiar figures such as Jewett and Cather, and by African-American writers such as Hopkins, Larsen and Fauset. May be repeated once with a different topic. [3c] {L} 4 credits

Susan Van Dyne

M W F 11 a.m.–12:10 p.m.

278b Writing Women

Topic for 1995–96: The Early Modern Period. A study of a variety of texts, including poetry, fiction, drama, diaries, autobiographies and translations, written by English women of the late 16th and 17th centuries. We'll consider what genres or models were available to women; the extent to which they conformed to, adapted or differentiated themselves from those used by their male contemporaries; the conditions under which they wrote; their attitudes

toward themselves as writers and toward their work; their writing as it exemplifies their concerns as individuals and as members of social and historical groups. Readings will include work by Aemelia Lanyer, Mary Wroth, Katherine Philips, An Collins, Mary Sidney, Anne Clifford, Margaret Cavendish, Elizabeth Cary and Aphra Behn. [3a] {L} 4 credits

Sharon Cadman Seelig

T Th 9–10:20 a.m.

CLT 279a Women Writers of the Middle Ages

Advanced Courses in Writing

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted.

THE 261a Writing for the Theatre

THE 261b Writing for the Theatre

280a Advanced Essay Writing

A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. [3e] {L} 4 credits

Nora F. Crow

T 1–2:50 p.m.

280b Advanced Essay Writing

A repetition of 280a, but using the many resources—such as on-line peer review—computers have brought to the writing process. Meetings in the Macintosh electronic classroom. Admission by permission of the instructor. [3e] {L} 4 credits

Hugh Burns

M W 2:40–4 p.m.

282a Writing Poetry

Admission by permission of the instructor. [3e] {L} 4 credits

Karl Kirchwey

Th 3–4:50 p.m.

282b Writing Poetry

A repetition of 282a. Admission by permission of the instructor. [3e] {L} 4 credits

Karl Kirchwey

Th 3–4:50 p.m.

284a Writing Short Stories

Admission by permission of the instructor. [3e] {L} 4 credits

Gillian Kendall

T 1–2:50 p.m.

284b Writing Short Stories

A repetition of 284a. Admission by permission of the instructor. [3e] {L} 4 credits

Margaret Shook

Th 1–2:50 p.m.

286b Reading and Writing Autobiography

Reading autobiography from a writer's perspective; thinking about strategy, style and structure; and experimenting with our own autobiographical writing. Admission by permission of the instructor. [3e] {L} 4 credits

Ann Boutelle

Th 1–2:50 p.m.

AMS 350a Seminar: Writing About American Society

AMS 351b Seminar: Writing About American Society

Third-Level Courses

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

CLT 300a Contemporary Literary Theory

300a Seminar: A Major British or American Writer

Topic for fall 1995: Evelyn Waugh. Reading and discussion of the major novels, from *Decline and Fall* to *Brideshead Revisited* to the war trilogy *Sword of Honour*, with some attention to Waugh's works of biography and travel. [3d] {L} 4 credits

Douglas Patey

T 3–4:50 p.m.

303b Seminar: American Literature

Topic for spring 1996: Visions of American Landscape. How have our most imaginative, critical and moral writers understood the American landscape? What have been their ideal visions for its use? How have our national myths about the land shaped its use and abuse? How might we better understand our position in it? What should gardens, parks and wildernesses be for? The seminar will focus on such questions as these in discussion of essays, poetry and fiction ranging from Thoreau's *Walden* (1854) to Gretel Erlich's *The Solace of Open Spaces* (1985). Readings will include works by Wendell Berry, Rachel Carson, John McPhee and Edward Abbey along with selections from John Muir, Emily Dickinson, Robert Frost, Leslie Silko, Annie Dillard, Gary Snyder and others. [3d] {L} 4 credits

Dean Flower

Th 3–4:50 p.m.

322b Seminar: Special Topics in Shakespeare

Topic for spring 1996: Shakespearean Bodies. In examining Shakespeare's plays, we will look at the ways in which characters' bodies become objects on display, the focus of desire, territories open to contention. Prerequisite: 222 or a course in Renaissance literature. [3a] {L} 4 credits

Gillian Kendall

T 1–2:50 p.m.

333b Seminar: A Major British or American Writer

Topic for spring 1996: Henry James. [3c] {L} 4 credits

Michael Gorra

M 7:30–9:30 p.m., Th 4–4:50 p.m. at the option of the instructor

342a Seminar: Studies in 19th-Century Literature

Topic for fall 1995: The Brontës. A study of the lives and works of the remarkable Brontë sisters, exploring the historical, cultural and familial circumstances which aided and impeded the development of their art. Novels and poetry by Charlotte Brontë, Emily Brontë and Anne Brontë. [3c] {L} 4 credits

Margaret Shook

T 1–2:50 p.m.

AAS 348a Black Women Writers**354a Seminar: Studies in 20th-Century Literature**

Topic for fall 1995: Aesthetics and Politics in Post-war Britain. Artistic and critical concerns generated by the Welfare State. Readings from critical and social theory, drama, fiction. Discussion of documentary and feature films. [3d] {L} 4 credits

Luc Gillemann

W 7:30–9:30 p.m. with occasional screenings

T 3–4:50 p.m.

372b Seminar: Satire

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift and Pope to Byron, Waugh, West and Vonnegut. Prerequisite: at least one 200-level course in the English department. [3b] {L} 4 credits

Nora F. Crow

T 1–2:50 p.m.

378a Seminar: Women and Literature

Topic for fall 1995: Contemporary British Women Writers. Consideration of a number of contemporary women writers, mostly British, some well established, some not, who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas—political, spiritual, human and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Texts likely to include Anita Brookner, Angela Carter, Isabel Colegate, Eva Figs, Penelope Fitzgerald, Molly Keane, Penelope Lively, Edna

O'Brien, Barbara Pym, Jean Rhys, Muriel Spark and Jeanette Winterson; some supplementary critical reading. **[3d] {L}** 4 credits

Robert Hosmer

T 3–4:50 p.m.

379b Seminar: Women and Literature

Topic for spring 1996: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon.

[3e] {L} 4 credits

Susan Van Dyne

Th 1–2:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Jefferson Hunter.

First-year students contemplating a major in English are advised to begin their work either by taking ENG 120a followed by 180b or 190b, or, if qualified, by taking GLT 291d or ENG 200d. Each of these courses counts toward the major. We recommend that those qualified students who elect GLT 291d or ENG 200d in their first year also take 180 or 190.

Beginning with the class of 1997, the following major requirements will be in effect:

1. 200d;
2. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
3. Eight additional courses, including one semester course from four of the following five areas:

- a. Medieval or Renaissance;
- b. British or American from 1660 to 1830;
- c. British or American from 1830 to 1914;
- d. British, American, or Commonwealth since 1914;
- e. Writing, History of the Language, or Critical Theory.

Up to two courses in film, a foreign literature or comparative literature, or dramatic literature offered through the Theatre Department may count toward the major.

GLT 291d counts toward the major. Only one colloquium (120a or b) may count toward the major. English 101 may not count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

Majors from earlier classes may adopt the new major (above) or follow the old rules:

1. 200d or GLT 291d;
2. semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
3. eight additional courses including:
 - a. one further course in Medieval or Renaissance literature ([214], [215], 216, [220], 222, 223, [224], 225, [226], 228)
 - b. one further course in Augustan or Roman-tic literature ([232], 234, 238, 242, 372)

Students who take both survey courses (200d and GLT 291d) may omit the historical requirements 3a and 3b.

No colloquia (120) or writing courses are required for the major. Students may, however, count up to two colloquia toward the major, or two courses in advanced writing (280, 282, 284), but not more than a total of three such courses. English 101 does not count toward the major.

Students may count no more than a total of two courses from the following toward an English major: courses in a foreign literature; upper-level film courses taught in a literature department (including the English department).

No courses counting toward the major may be taken for an S/U grade.

The Minor

Advisers: Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291d; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

Honors

Director: for the Class of 1996, Gillian Kendall.

430d Thesis

8 credits

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the Chair. 4 credits

580b Graduate Special Studies

4 credits

580d Graduate Special Studies

8 credits

Ethics

Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*
Myron Peretz Glazer, Professor of Sociology

**Malcolm B.E. Smith, Professor of Philosophy
Elizabeth V. Spelman, Professor of Philosophy
Kathryn Pyne Addelson, Professor of Philosophy

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

- | | |
|----------|--|
| PHI 235b | Morality, Politics and the Law |
| PHI 245b | Philosophy of Law: Property |
| PHI 304b | Colloquium in Applied Ethics |
| REL 250a | Social Ethics I |
| REL 251b | Social Ethics II |
| REL 353a | Seminar: Medical Ethics |
| REL 354b | Seminar: Business Ethics |
| SOC 203b | Qualitative Methods |
| SOC 211a | Ethical Issues in Social Organizations |

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

Exercise and Sport Studies

Professors

Donald Steven Siegel, Ed.D.
James H. Johnson, Ph.D.

Associate Professors

Barbara Brehm-Curtis, Ed.D., *Chair*
Christine M. Shelton, M.S.

Lecturers

James Babyak, M.A.
Tim Bacon, M.A.
Donna Betancourt
Kim Bierwert, B.A.
Jacqueline Blei, M.S.
Maureen Burris, Ed.D.
Crane W. Cesario
Richard Cesario
Carla Coffey, M.A.
Christine Davis, M.S.
Louise Goodrum, M.S.
Bonnie May, M.S.
Sue Miller, M.S.

Eileen Muir
Deborah Neubauer, B.S.
Mary O'Carroll, M.S.
Lynn Oberbillig, M.B.A.
Suzanne Payne, M.Ed.
Kathy Saltis, B.A.
David Stillman
Judy Strong, B.S.
Ruth Taylor

Teaching Fellows

John Drew, B.A.
Sarah Hurst, B.A.
Joah Iannotta, B.A.
Meredith MacElhiney, B.S.
Stacy McWilliams, B.S.
Ashlee Patten, B.A.
Alix Rorke, B.A.
Adrienne Shibles, B.A.
Erica Silbersher, B.A.
Andrea Whitcomb, B.S.

A. Theory Courses

100a Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history, sport psychology and sociology, exercise physiology and biomechanics, and health behavior. 4 credits
Christine Shelton, Christine Davis, John Drew, Mary O'Carroll
M W F 10–10:50 a.m.

130b Stress Management

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. 1 credit
Barbara Brehm-Curtis
T 1–2:50 p.m.

[140b Health Behavior]

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. To be offered in 1996–97. {N} 4 credits

150b Nutrition and Health

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include

diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required.

{N} 4 credits

Barbara Brehm-Curtis

T Th 10:30–11:50 a.m.

[175] Applied Exercise Science

A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic exercise, exercise prescription and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. To be offered in 1996–97. (E) {N} 2 credits

200b Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. {H/S} 4 credits

Donald Siegel and Christine Shelton

T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. In addition to biological aspects, social, ethical and political aspects of these topics will be considered. Not open to first-year students. {N} 4 credits

Leslie Jaffe (Biology), Barbara Brehm-Curtis

T Th 10:30–11:50 a.m.

210a Kinesiology

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance. {N} 4 credits

Maureen Burris

M W F 11 a.m.–12:10 p.m.

[215a Physiology of Exercise]

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. To be offered in 1996–97. {N} 4 credits

[220b Psychology of Sport]

An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. To be offered in 1996–97. {S} 4 credits

Donald Siegel

[340b Current Research in Health Science]

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. To be offered in 1996–97. {N} 4 credits

400b Special Studies

1 to 4 credits

404a Special Studies

4 credits

404b Special Studies

4 credits

B. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and

discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

901a Aerobic Dance

Choreographed dance routines to music. 1 credit
Joab Iannotta
 T Th 3–3:50 p.m.

901b Aerobic Dance

A repetition of 901a. 1 credit
Barbara Brehm-Curtis
 T Th 3–3:50 p.m.

[905a Badminton]

905b Badminton

A repetition of 905a. 1 credit
To be announced
 M W 2–2:50 p.m.

[905j Badminton]

910a Bicycling

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. It will meet for the first seven weeks of the semester for two sessions per week. Prerequisite: ability to ride at least 15 miles in less than 90 minutes, and access to a suitable bicycle. 1 credit
Barbara Brehm-Curtis
 T Th 1–2:50 p.m.

915a Canoeing

An introduction to solo and tandem paddling. Paddling and touring skills are taught in this course. Touring skills include map reading, packing, equipment, cooking and portaging. Students learn mostly flatwater paddling skills. This class meets for the first eight weeks of the fall semester. Prerequisite: satisfactory swimming skills. Enrollment limited to 12. 1 credit
 a: *Adrienne Shibbes*, T 1–2:50 p.m.
 b: *Adrienne Shibbes*, Th 1–2:50 p.m.

916b Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring and meets for the last six weeks of the spring semester. The primary emphasis is on tandem canoeing on Class I and II rivers. Secondary emphasis is on solo canoeing and running Class III rivers. Prerequisite: 915a or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 12 per section. *Classes begin March 25*. 1 credit
James Johnson
 a: M 1:10–4 p.m.
 b: F 1:10–4 p.m.

920b Emergency Care

The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid and CPR. Enrollment limited to 14. 2 credits
Louise Goodrum
 T Th 9–10:20 a.m. and lab to be arranged.

925a Beginner Equitation

A course to introduce the rider to horses and horsemanship, including basic skills in hunter seat equitation. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

925b Beginner Equitation

A repetition of 925a. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

926a Low Intermediate Equitation

A course to improve basic skills in hunter seat equitation at the walk, trot, canter, and to introduce jumping. A fee is charged. Students *must* attend registration session to be announced in

AcaMedia. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

926b Low Intermediate Equitation

A repetition of 926a. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

927a Intermediate Equitation

A course to develop proficiency in the skills and techniques in hunter seat equitation on the flat and over simple jumping courses. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

927b Intermediate Equitation

A repetition of 927a. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

928a Advanced Equitation

A course which applies the skills and techniques in hunter seat equitation on the flat or dressage and advanced work over fences to horses of all types. Focus on communication with horse and effectiveness in riding. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

928b Advanced Equitation

A repetition of 928a. A fee is charged. Students *must* attend registration session to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Susan Miller, Ruth Taylor
 To be arranged

930a Fencing (Beginning)

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20 per section. 1 credit
Jacqueline Blei
 a: T Th 9–9:50 a.m.
 b: T Th 10:30–11:20 a.m.

930b Fencing (Beginning)

A repetition of 930a. 1 credit
Jacqueline Blei
 T Th 9–9:50 a.m.

932b Fencing (Intermediate)

Development of compound attack and defense based on a combination of disengage, beat, lateral parries and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 930a or b or permission of the instructor. Enrollment limited to 16. 1 credit
Jacqueline Blei
 T Th 10:30–11:20 a.m.

933a Beginning Golf

An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Field trip to a golf course may be scheduled. Equipment is provided. Enrollment limited to 18 per section. 1 credit
 a: *James Babyak*, M W F 11 a.m.–noon
 b: *To be announced*, M W F 1:10–2:10 p.m.
 Fall: course will meet first seven weeks of the semester

933b Beginning Golf

A repetition of 933a. Enrollment limited to 18 per section. 1 credit
 a: *James Babyak*, M W F 11 a.m.–noon
 b: *To be announced*, M W 1–2:30 p.m.
 Spring: course will meet last six weeks of the semester. *Classes begin March 25.*

935a Outdoor Skills I

This course is designed to introduce the fundamental elements of canoeing, orienteering, hiking and outdoor living. Students will learn how to plan for each activity including equipment, safety and nutrition. Students will also master basic skills to

enhance their enjoyment of the outdoors. Enrollment limited to 14. 2 credits

Kathy Saltis

W 1:10–3 p.m.

935b Outdoor Skills I

A repetition of 935a. 2 credits

Adrienne Sibles

W 1:10–3 p.m.

940a Physical Conditioning

The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 20 per section. 1 credit

a: *Lynn Oberbillig*, M W F 8–8:50 a.m.

b: *To be announced*, M W 2:40–3:40 p.m.

c: *To be announced*, T Th 3–4 p.m.

940b Physical Conditioning

A repetition of 940a. 1 credit

a: *John Drew*, M W 2:40–3:40 p.m.

b: *John Drew*, T Th 2–3 p.m.

945a Rowing

An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 12 per section. 1 credit

To be announced

a: M W 1:10–2:30 p.m.

b: T Th 10:30–11:50 a.m.

Fall: course will meet first seven weeks of the first semester.

945b Rowing

A repetition of 945a. 1 credit

Ashlee Patten

a: M W 1:10–2:30 p.m.

b: T Th 10:30 a.m.–noon

Spring: course will meet final six weeks of the spring semester. *Classes begin March 25.*

950a Self-Defense I

Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized. Other topics include assertiveness training, date rape and personal defense weapons. Enrollment limited to 25

per section. 1 credit

a: *Donna Betancourt*, T Th 9–9:50 a.m.

b: *Crane Cesario*, W 7:30–9:30 p.m.

c: *To be announced*, Th 7:30–9:30 p.m.

950b Self-Defense I

A repetition of 950a. 1 credit

Donna Betancourt

T Th 9–9:50 a.m.

952b Self Defense II

Further development of self-confidence and skills learned in 950a or b. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: 950a or b, or permission of the instructor. Enrollment limited to 25. 1 credit

To be announced

W 7:30–9:30 p.m.

952j Self-Defense II

1 credit

Crane Cesario

To be arranged

955a Self-Paced Fitness

Introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. Enrollment limited to 20. 1 credit

Carla Coffey

T 10:30–11:50 a.m.

955b Self-Paced Fitness

A repetition of 955a. 1 credit

Carla Coffey

T 10:30–11:50 a.m.

960a Squash (Beginning)

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12 per section. 1 credit

a: *Bonnie May*, M W 11–11:50 a.m.

b: *Donald Siegel*, T Th 2–2:50 p.m.

960b Squash (Beginning)

A repetition of 960a. Enrollment limited to 12. 1 credit

- a: *Bonnie May*, M W 11–11:50 a.m.
 b: *To be announced*, T Th 2–2:50 p.m.

[960j Squash (Beginning)]

[962a Squash (Intermediate)]

962b Squash (Intermediate)

A repetition of 962a. Enrollment limited to 12.

1 credit

To be announced

T Th 1–1:50 p.m.

970a Swimming (Beginning)

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion.

The primary performance goals are survival swimming skills and passage of the Smith College swimming test. Limited to 12 novice or non-swimmers.

1 credit

Joab Iannotta

T Th 2–2:50 p.m.

970b Swimming (Beginning)

A repetition of 970a. 1 credit

Joab Iannotta

T Th 2–2:50 p.m.

972a Swimming (Intermediate)

Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18. 1 credit

To be announced

M W 11–11:50 a.m.

[972b Swimming (Intermediate)]

973b Swim Conditioning

Swimming workouts to improve physical fitness.

Stroke improvement, exercise program design and a variety of aquatic training modalities will also be included. Intermediate swimming ability required.

Enrollment limited to 24. 1 credit

Mary O'Carroll

M W 11–11:50 a.m.

975a Springboard Diving

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight. 1 credit

Kim Bierwert

M W 2:40–3:30 p.m.

975b Springboard Diving

A repetition of 975a. Enrollment limited to eight.

1 credit

Kim Bierwert

M W 2:40–3:30 p.m.

976a SCUBA Diving

The use and care of equipment, safety and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. Enrollment limited to 20. 1 credit

David Stillman

W 7:30–10 p.m.

976b SCUBA Diving

A repetition of 976a. 1 credit

David Stillman

W 7:30–10 p.m.

[977a Synchronized Swimming]

978a Lifeguard Training

American Red Cross Certification in Lifeguard training including First Aid and CPR for the Professional Rescuer plus Waterfront Lifeguard Module: aquatic rescue and lifeguarding skills. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10-pound brick from seven-foot depth; and treading water for two minutes using legs only. Enrollment limited to 12. 2 credits

Meredith MacElhiney

T Th 10:30–11:50 a.m.

978b Lifeguard Training

A repetition of 978a. 2 credits

Meredith MacElhiney

T Th 10:30–11:50 a.m.

979b Water Safety Instructor

Instruction in techniques, theory and teaching methods of swimming to prepare participants to

teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: ARC Emergency Water Safety Certificate or equivalent rescue and safety skill proficiency, and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke and surface dive) at ARC Level VI proficiency. Enrollment limited to 15. 2 credits

Kim Bierwert

T Th 9–10:20 a.m.

980a Tai Chi

An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Enrollment limited to 20. 1 credit

Richard Cesario

T Th 8–8:50 a.m.

980b Tai Chi

A repetition of 980a. 1 credit

Richard Cesario

T Th 8–8:50 a.m.

981a Tennis (Beginning)

The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section. 1 credit

a: *Stacy McWilliams*, M W 8–8:50 a.m.

b: *Judy Strong*, M W 10–10:50 a.m.

c: *Sarah Hurst*, M W 1:30–2:20 p.m.

d: *Stacy McWilliams*, T Th 2–2:50 p.m.

981b Tennis (Beginning)

A repetition of 981a. 1 credit

a: *Stacy McWilliams*, M W 8–8:50 a.m.

b: *Judy Strong*, M W 10–10:50 a.m.

c: *To be announced*, T Th 8–8:50 a.m.

d: *To be announced*, T Th 10:30–11:20 a.m.

e: *To be announced*, T Th 2–2:50 p.m.

982a Tennis (Intermediate)

The development of stroke production, shot direction and selection, and basic singles and doubles strategy. Enrollment limited to 16 per section. 1 credit

a: *Donald Siegel*, M W 11–11:50 a.m.

b: *Sarah Hurst*, M W 2:40–3:30 p.m.

c: *Christine Shelton*, T Th 3–3:50 p.m.

982b Tennis (Intermediate)

A repetition of 982a. 1 credit

a: *Christine Davis*, M W 11–11:50 a.m.

b: *Donald Siegel*, M W 1:30–2:20 p.m.

c: *Sarah Hurst*, M W 2:40–3:30 p.m.

[985a Tennis (Advanced)]

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: permission of the instructor. Enrollment limited to 16. 1 credit

985b Tennis (Advanced)

A repetition of 985a. 1 credit

Christine Shelton

T Th 3–3:50 p.m.

990a Yoga

Yoga postures, breathing and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments and imbalances. Enrollment limited to 20 per section. 1 credit

Eileen Muir

a: Th 1–2:50 p.m.

b: Th 3–4:50 p.m.

990b Yoga

A repetition of 990a. 1 credit

Deborah Neubauer

Th 1–2:50 p.m.

992b Yoga (Experienced)

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 990. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 990. Enrollment limited to 20. 1 credit

Deborah Neubauer

Th 3–4:50 p.m.

C. Performance Courses— Noncredit

X10 Aerobic Dance

fall a: M W 7:30–8:20 p.m.

b: T Th 5–5:50 p.m.

spring a: M W 7:30–8:20 p.m.
b: T Th 7:30–8:20 p.m.

Riding

Noncredit riding instruction and participation in competitive riding are available at Smith College. The courses of instruction offered each year include Beginning, Intermediate and Advanced Equitation; Beginning, Intermediate and Advanced Equitation over Fences and Dressage. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, Director of Riding/Team Coach, ext. 2734.

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance course credits. Course selection for the minor must be approved by a faculty adviser.

D. Graduate Courses

Adviser: Donald Siegel.

501a Seminar in Administration of Athletic Teams

The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits

Lynn Oberbillig
M 7–8:20 p.m.

502b Seminar in Philosophy and Ethics of Coaching

Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches. 2 credits
Christine Shelton and Lynn Oberbillig
F 8–9:30 a.m.

[503a Seminar in Sport Pedagogy and Coaching Behavior]

Examines the styles and methods of teaching and coaching sports. The course focuses on how to organize the sport season, sequence specific sport skills, provide effective feedback, demonstrate and introduce new skills, and provide effective verbal cues in coaching. To be offered in 1996–97. 2 credits
Christine Shelton

[504b Current Issues in Coaching]

This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor. To be offered in 1996–97. 2 credits
Christine Shelton

505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 2 credits

Christine Shelton and Lynn Oberbillig
To be arranged

505b Theoretical and Practical Foundations of Coaching

A repetition of 505a. 2 credits

Christine Shelton and Lynn Oberbillig
To be arranged

506a Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport.

Prerequisite: 505a or b. 2 credits

Christine Shelton and Lynn Oberbillig

To be arranged

506b Advanced Practicum in Coaching

A repetition of 506a. 2 credits

Christine Shelton and Lynn Oberbillig

To be arranged

510b The Anatomical and Mechanical

Analysis of Movement

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. {N} 4 credits

James Johnson

M W 9–9:50 a.m., lab F 9:30–10:20 a.m.

[515b Exercise Physiology]

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. To be offered in 1996–97. {N} 4 credits

James Johnson

[530a Research and Statistical Methods for Exercise and Sport Studies]

Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. To be offered in 1996–97. {M} 4 credits

Barbara Brehm-Curtis

540a Microcomputers in Exercise and Sport Studies

Examination of computer utilization in the organization and administration of physical activity programs. Major course components include: (a) wordprocessing, (b) graphics and animation, (c) spreadsheets, (d) databases, (e) biomechanical analysis, (f) nutritional and health analysis and (g) computer assisted learning. {M} 4 credits

Donald Siegel

T Th 9–10:20 a.m.

550a Women In Sport

A course documenting the role of women in sport

as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. {S} 4 credits

Christine Shelton

M W F 9–9:50 a.m.

560a Supervised Teaching in Physical Education

Individually arranged. 4 credits

560b Supervised Teaching in Physical Education

A repetition of 560a. 4 credits

[565a Seminar in Skill Acquisition and Performance]

570b Seminar in Sport Psychology

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation and the effect of stress on performance. Students are required to do independent research. {S} 4 credits

Donald Siegel

T Th 9–10:20 a.m.

[575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury]

580a Special Studies

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually. 4 credits

Members of the Department

580b Special Studies

4 credits

590a Thesis

4 credits

590b Thesis

4 credits

590d Thesis

8 credits

Film Studies

Assistant Professor

Norman Cowie, M.F.A. (Visiting Assistant Professor of Film/Video at the University of Massachusetts under the Five College Program)

Instructor

Ben Singer, B.A.

Lecturer

¹Justin West, M.F.A.

Advisers

David R. Ball, Professor of French Language and Literature and of Comparative Literature
Dean Flower, Professor of English Language and Literature, *Director*

Hans R. Vaget, Professor of German Studies and of Comparative Literature

Barbara Kellum, Associate Professor of Art

200a Introduction to Film Studies

Examining the structural attributes of narrative cinema, this course will focus on the dominant model elaborated within the American studio system, although there will also be exploration of alternatives to that model. Screening fee. {A} 4 credits

Ben Singer

M W 2:40–4 p.m.; screening times M 7:30–9:30 p.m. and to be arranged

[GER 228b The New German Cinema]

[GER 229b Classic German Cinema (1919–31): From *Caligari* to *M*]

[231b Great Directors]

241b Genre/Period

Topic for 1995–96: Melodrama. This course addresses critical, historical and theoretical questions surrounding diverse forms of film melodrama. Aiming at a broad understanding of the genre's development and division, the course traces melodrama's iconography and construction in 19th century theatre, early cinema, classical Hollywood, Asian cinema, art cinema and contemporary popular film and television. Aspects of sensationalism, excess, pathos, moral polarization, moral ambiguity and narrative discontinuity are considered in relation to questions of class, gender, politics and psychoanalysis. Screening fee. {A}

4 credits

Ben Singer

T 3–4:50 p.m.; screening time M 7:30–9:30 p.m. and to be arranged

FRN 244a French Cinema

In English. Screening fee. 4 credits

David Ball

M W F 1:10–2 p.m.; viewing W 7:30–9:30 p.m., Th 3–4:50 p.m.

ENG 276a Mystery, Cinema, Narrativity

Screening fee. 4 credits

Dean Flower

M W F 1:10–2:10 p.m.; screening times M W 7:30–9:30 p.m.

281a Video Field Production

An introduction to video production which offers a solid technical grounding in camerawork, editing, building pictorial continuity and developing a narrative, with emphasis on awareness of the relations between form and content. Class work will involve individual and group production, as well as discussion and critique. Prerequisite: 200a (which may be taken concurrently). Admission by permission of the instructor. Enrollment limited to 16.

{A} 4 credits

Justin West

M W 7:30–9:30 p.m.

291b Experimental Narrative

Integrating theory and production, the course will seek to give articulation to stories of difference—whether sexual, ethnic, political or historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of “counter-narrative” projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and activists in photography, film, video and television. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) **{A}** 4 credits

Norman Cowie

T 1–4 p.m.

ARH 292b Film and Art History (C)

Topic for 1995–96: En-gendering Stardom: The Construction of Female Personas in Hollywood Film. 4 credits

Barbara Kellum

T Th 9–10:20 a.m.; film M 7–9 p.m.

[349a Women and Cinematic Representation]**350b Questions of Cinema**

Topic for 1995–96: Reflexivity and Intertextuality. This course explores the aesthetic and political implications of reflexivity and intertextuality in film and video. Reflexivity—the self-conscious accentuation of the medium's properties and conventions—has been a defining feature of modernist cinema, from the historical avant-garde of the Twenties to European radical film and American experimental film of the Sixties. Intertextuality—the concept that “every text takes shape as a mosaic of citations, every text is the absorption and transformation of other texts” —has been associated with a distinctly postmodern aesthetic. The course examines the viability of this distinction between modernism and postmodernism, and considers a range of arguments about the aesthetic and cultural meanings of reflexive and intertextual strategies in both avant-garde and

mainstream work. Screening fee. **{A}** 4 credits
Ben Singer

Th 3–4:50 p.m.; screening time Th 7:30–9:30 p.m. and to be arranged

351a Film Theory

Topic for 1995–96: Theories of Spectatorship. The nature of the spectator's perceptual and psychological relationship to the cinematic image is one of the central concerns of film theory. Until recently, contemporary film theory has been heavily invested in a poststructural model stressing cinema's intrinsic power to constitute or position spectators as patriarchal and ideologically mystified subjects. This seminar analyzes this model in light of earlier arguments in classical film theory derived from continental philosophy, as well as recent countercurrents, including new conceptions of ideological negotiation, cognitive activity, social discourse, modernity and postmodernity. Screening fee. Fulfills film theory requirement for the minor. **{A}** 4 credits

Ben Singer

Th 3–4:50 p.m.; screening times Th 7:30–9:30 p.m. and to be arranged

[361b Semiotic Perspectives for the Cinema]**GOV 366a Seminar: Ideology, Culture and Politics**

4 credits

Philip Green

Th 3–4:50 p.m.; screening times T 3–4:50 p.m. and W 7:30–10 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Adviser: Dean Flower (English Language and Literature).

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts, and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

- FLS 200a Introduction to Film Studies
- FLS 351a Film Theory

Electives:

- ARH 292b Film and Art History
- [FLS 231b Great Directors]
- FLS 241b Genre/Period
- FLS 281a Video Field Production
- [FLS 349a Women and Cinematic Representation]
- FLS 350b Questions of Cinema
- [FLS 361b Semiotic Perspectives for the Cinema]
- FRN 244a French Cinema
- [GER 229b Classic German Cinema]
- GOV 366a Ideology, Culture and Politics
- [ITL 342a Italian Cinema]

French Language and Literature

Professors

§ Marie-José Madeleine Delage, Lic. ès L., D.E.S.,
Docteur en Histoire

Patricia Weed, Ph.D.

Lawrence Alexander Joseph, Ph.D.

§ James J. Sacré, Ph.D.

David R. Ball, Lic. ès L., Docteur en Littérature
Générale et Comparée (French Language and
Literature and Comparative Literature)

Marilyn Schuster, Ph.D. (French Language and
Literature and Women's Studies)

† Mary Ellen Birkett, Ph.D.

Associate Professors

Ann Leone, Ph.D., *Chair*

† Martine Gantrel, Agrégée de l'Université, Docteur
de Troisième Cycle en Littérature Française

**Denise Rochat, Ph.D.

Eglal Doss-Quinby, Ph.D.

Janie Vanpée, Ph.D.

Assistant Professor

Leyla Ezdinli, Ph.D.

Lecturers

Nicole Ball, C.A.P.E.S. de Lettres Modernes

Christine Cano, M.Phil.

Maureen Gillespie, M.A.

Visiting Lecturer from the École Normale in Paris

Stéphanie Loubère

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Normally, students going on JYA to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be at the 250 level or above. Qualified students may apply for residence in La Maison Française, Dawes House.

Language

Credit is not granted for the first semester only of an introductory language course.

101d Accelerated Beginning French

An accelerated introduction to spoken and written French in which students develop oral proficiency, read French and Francophone texts and write.

Through the study of videos, recordings, French TV and, eventually, poems and short stories, students gain an appreciation of French culture and patterns of thought as they develop fluency in the language. Students go on to French 220 or 230 and may become eligible for study in Paris or Geneva their junior year. Class meetings four days a week and daily work in the Center for Foreign Languages and Cultures (CFLAC). Enrollment limited to 16 per section. {F} 10 credits

Sec. A: *Christine Cano*, M T W F 8–8:50 a.m.; Sec. B: *Nicole Ball*, M T W F 9–9:50 a.m.; Sec. C: *Eglal Doss-Quinby*, M W F 10–10:50 a.m., T 10:30–11:20 a.m.

120a Intermediate French

Oral work and grammar review. The course will progress from emphasizing listening and speaking (videos, laboratory exercises, discussion) to read-

ing short texts and developing writing skills. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 101d. Four class hours per week plus laboratory. Enrollment limited to 16 per section. {F} 4 credits

Leyla Ezdinli, M W F 9–9:50 a.m., Th 8–8:50

a.m.; *Janie Vanpée*, M W F 11 a.m.–12:10 p.m.;

Janie Vanpée, M W F 1:10–2:30 p.m.

220a High Intermediate French

Comprehensive grammar review through weekly practice in writing and class discussion. Texts will include a short movie, a play and a novel. Prerequisite: three or four years of high school French, 101d, 120 or permission of the department. {F} 4 credits

Ann Leone, M W F 9–9:50 a.m.; *Stéphanie*

Loubère, M W F 10–10:50 a.m.; *Nicole Ball*, M W

F 11–11:50 a.m.; *Nicole Ball*, M W F 1:10–2 p.m.;

Marilyn Schuster, T Th 9–10:20 a.m.

220b High Intermediate French

A repetition of 220a. {F} 4 credits

Ann Leone, M W F 9–9:50 a.m.; *Stéphanie*

Loubère, M W F 11–11:50 a.m.

235b Advanced Intermediate French:

Conversation and Composition

Extensive practice in oral expression and written communication. Using French television, *Minitel* services and other print and non-print resources, the course will develop fluency in speaking, listening and writing while focusing on the language of business and commerce, international relations in the Francophone world and other cultural topics. In-class activities include vocabulary acquisition exercises, role-plays, debates, interviews, *exposés* and discussions. No formal grammar presentations or comprehensive grammar review. Prerequisite: 220 or permission of the instructor. Enrollment limited to 16. {F} 4 credits

Eglal Doss-Quinby

M W F 9–9:50 a.m.

255j Speaking (Like The) French:

Conversing, Discussing, Debating, Arguing

An immersion course in French oral expression in which students will be expected to spend three and a half hours a day in class plus some time in

the laboratory studying and speaking French. The course will use authentic cultural materials—French television programs such as round table discussions, formal interviews, intellectual exchanges, documentary reporting and films that feature discussion, debate or conversation—to analyze how the French converse, argue, persuade, disagree and agree with one another. Students will participate in a series of formal exercises, both oral and written, that will help them practice the techniques of argumentation, discussion and debate. Students will have the opportunity to participate in informal conversations, animated by the instructor and her guests, each day at lunch. Intensive phonetic practice. Prerequisites: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14.

(E) {F} 4 credits

Janie Vanpée

M T W Th F 9–11 a.m. and 2:30–4 p.m. January 8 to January 26

300a Advanced Grammar and Composition

Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics; an initiation to the art of translation. Discussion and oral reports based on short texts and films. Open to juniors and seniors only or by permission of the instructor. Prerequisite: one course in French above 253/254 (240/241 prior to 1994–95). {F} 4 credits

Denise Rochat

M W F 11–11:50 a.m.

301b Advanced Composition

A continuation of 300a. Emphasis on vocabulary building and development of prose style through weekly compositions or oral presentations. Some text editing; prose style analysis of major authors or journalists. Continuation of phonetic practice. Occasional films and videos. Prerequisite: 300a or permission of the instructor. {F} 4 credits

Maureen Gillespie

M W F 9–9:50 a.m.

Intermediate Courses in Literature and Culture

230a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of 230. Prerequisite: 220 or permission of the instructor. {L/F} 4 credits

A. Fantasy and Madness

A study of the imagination, its powers and limits in the individual and society, its role in the literary tradition. Such authors as Maupassant, Supervielle, Giraudoux, Alain-Fournier. {L/F} *Stéphanie Loubère*
M W F 9–9:50 a.m.

B. Childhood and Self-Discovery

An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 19th- and 20th-century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle and others. {L/F} *Christine Cano*
M W F 11 a.m.–12:10 p.m.

C. Quest for Identity

Readings in various genres. Such authors as Anouilh, Ionesco, Gide, Duras. {L/F} *Laurence Joseph*
T Th 9–10:20 a.m.

230b Readings in Modern Literature 4 credits

A. Fantasy and Madness

A repetition of 230a A. {L/F} *Stéphanie Loubère*
M W F 10–10:50 a.m.

240b French and Francophone Literature and Culture

(Formerly 230)

A study of literary and cultural topics through a

variety of texts. A student may take only one section of 240. Topic for 1995–96: Black Women Writers. Images of slavery, sexuality and France in the works of contemporary Black women writers from Africa and the Caribbean. Such authors as Mariama Bâ, Maryse Condé and Simone Schwarz-Bart. {L/F} Prerequisite: 220, 230, or permission of the instructor. 4 credits

Leyla Ezdinli

T Th 10:30–11:50 a.m.

Studies in Genre

[241a Men and Women of Letters]

242b Comic Theatre

(Formerly 238)

Readings may include medieval farces, as well as plays by Molière, Beaumarchais, Musset, Ionesco and Beckett, among others. Prerequisite: 220, 230, or permission of the instructor. {L/F} 4 credits

Ann Leone

M W F 10–10:50 a.m.

244a French Cinema

A survey of French Cinema from its beginnings (the Lumière screenings in 1895) to the present. The approach will be cultural and historical. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. Attendance at both film showings is normally required. Given in French in alternate years. (Given in English 1995–96; no prerequisites when given in English.) {L/A/F} 4 credits

David Ball

M W F 1:10–2 p.m.; viewing W 7:30–9:30 p.m.,
Th 3–4:50 p.m.

260a The Novel

(Formerly 259a)

Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above 230 or permission of the instructor. {L/F} 4 credits

Marilyn Schuster

T Th 10:30–11:50 a.m.

260b The Novel

(Formerly 259b)

A repetition of 260a. {L/F} 4 credits

Lawrence Joseph

T Th 9–10:20 a.m.

Contemporary Culture**251b The French Press**

An examination of contemporary French culture in periodicals such as *Le Monde*, *L'Express*, *Le Nouvel Observateur* and others. Problems including the role of the media, education and youth, French politics and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied. Prerequisite: a course above 220 or permission of the instructor. {S/F} 4 credits

Stéphanie Loubère, M W F 9–9:50 a.m.; *Nicole Ball*, M W F 1:10–2 p.m.

261a Issues in French Cultural Studies

(Formerly 235)

An introduction to French culture. The course focuses on major historical, geographical and contemporary cultural realities and introduces basic concepts of the French perception of France. Emphasis on 20th-century France. Prerequisite: a course above 230 or permission of the instructor.

{S/F} 4 credits

Leyla Ezdinli

M W F 10–10:50 a.m.

Period Studies**253a Medieval and Renaissance France**

(Formerly 240a)

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. {L/S/F} 4 credits
Lec. T 4–4:50 p.m.; *Maureen Gillespie*, M W F 1:10–2 p.m.

253b Medieval and Renaissance France

(Formerly 240b)

A repetition of 253a. {L/S/F} 4 credits

Lec. T 4–4:50 p.m.; sect. *Maureen Gillespie*, M W F 10–10:50 a.m.

254a France Before the Revolution: The Ancien Régime

(Formerly 241a)

A study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. {L/S/F} 4 credits
Lec. T 4–4:50 p.m.; *Patricia Weed*, M W F 9–9:50 a.m.

254b France Before the Revolution: The Ancien Régime

(Formerly 241b)

A repetition of 254a. {L/S/F} 4 credits

Lec. T 4–4:50 p.m.; *Patricia Weed*, M W F 9–9:50 a.m.**CLT 265a Literature and the Holocaust**

4 credits

David Ball

M W F 10–10:50 a.m.

CLT 272b Women Writing: 20th-Century Fiction

4 credits

Marilyn Schuster

M W F 11 a.m.–12:10 p.m.

CLT 276a Theories of the Paratext

4 credits

Leyla Ezdinli

M W F 1:10–2:30 p.m.

CLT 279a Women Writers of the Middle Ages

4 credits

Eglal Doss-Quinby and Nancy Mason Bradbury

T Th 9–10:20 a.m.

Advanced Courses in Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

CLT 305b Studies in the Novel

Section A: The Picaresque Tradition. 4 credits

Janie Vanpée

M W 1:10–2:30 p.m.

310b Medieval Literature

Topic for 1995–96: Erotisme et Courtoisie.

Through representative narrative and lyric texts, this course will explore the emergence, codification and eventual degradation of the concept of *fin'amors*, and oppose the courtly model of love to the eroticism characteristic of certain *genres populaires*. {L/F} 4 credits

Eglal Doss-Quinby

M W F 1:10–2:30 p.m.

[320a Renaissance Literature]**330a 17th-Century Literature**

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical aesthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing and rebellion against authority. {L/F} 4 credits

Patricia Weed

M W F 10–10:50 a.m.

[340b 18th-Century Literature]**350b The Romantic Revolution**

The romantic revolution in the first half of the 19th century. Works by Chateaubriand, Hugo, Musset, Sand, Duras, Stendhal, Balzac and others. {L/F} 4 credits

Leyla Ezdinli

T Th 9–10:20 a.m.

355a From Realism to Fin de Siècle

Fiction and poetry of the second half of the 19th century by such authors as Flaubert, Zola, Huysmans, Baudelaire, Mallarmé. Topics: realism; naturalism and the scientific awakening; symbolism and decadence. {L/F} 4 credits

Lawrence Joseph

T Th 10:30–11:50 a.m.

[360a 20th-Century Literature]**365a Francophone Literature and Culture**

A study of themes and forms of French literature outside of France in their cultural and historical contexts. Topic: French Canadian Women Writers. A study of fiction by some of French Canada's major writers such as Guèvremont, Roy, Blais,

Hébert, Maillet. {L/F} 4 credits

Denise Rochat

M W F 9–9:50 a.m.

380b Contemporary Culture

Topic for 1995–96: Resistance, Collaboration and Evasion. The German occupation during World War II left deep wounds on the collective consciousness of France, wounds which are far from having healed today. We will study the representation of this period in films (feature films, documentaries) and writing (novels, plays, poems, journalism) from 1940 to the present. 4 credits

David Ball

M W F 10–10:50 a.m.

389b Senior Colloquium in French Culture

A course for seniors designed to coordinate the work of the major in French studies. The principal themes studied will be landscape and demography; economic and social evolution; Christian and humanistic traditions. {L/H/S/F} 4 credits

Patricia Weed

M W F 11 a.m.–12:10 p.m.

404a Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits

404b Special Studies

4 credits

Seminars

Prerequisite: one course at the 300 level.

390a Stylistics

Composition, translations, analyses of various oral and written French styles. {F} 4 credits

Patricia Weed

T 1–2:50 p.m.

391a Theme and Form in French Literature

Topic for 1995–96: The Epistolary Novel. The development of fiction written entirely in the form of letters, from its origins with the "anonymous" text

of the Portuguese nun, to its perfection in Laclos's masterpiece, *Dangerous Liaisons*. Emphasis on the cultural practice of letter writing and the historical context in which the epistolary novel became popular in 17th- and 18th-century France; the formal parameters of the genre, its narrative patterns, its recurring themes of seduction, betrayal and conflicting viewpoints; the role the genre plays in shaping reading strategies and critical awareness. Special attention to the representation of woman as reader and writer and to how gender and women authors influenced the genre. Critical comparison of Laclos's novel, *Dangerous Liaisons*, with its recent film adaptations will enable us to reexamine the genre and its relation to writing. Texts by the "Portuguese nun," Mme. de Sévigné, Montesquieu, Françoise de Graffigny, Diderot, Rousseau, Marie-Jeanne Riccoboni, Laclos, Isabelle de Charrière and some contemporary critics. **{L/F}** 4 credits

Janie Vanpée

Th 1–2:50 p.m.

[393a French Thought]

[394a Studies in 19th-Century Literature]

395b Studies in 20th-Century Literature

Topic for 1995–96: Surrealism. **{L/F}** 4 credits

Lawrence Joseph

T 1–2:50 p.m.

The Majors

Advisers: Members of the Department.

Study Abroad in Paris or Geneva

Advisers: Denise Rochat—Geneva

Patricia Weed—Paris

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be at the 250 level or above.

French Language and Literature

Requirements:

1. The basis for the French language and literature major: 253 or 254 [240 or 241 prior to 1994–95], or an equivalent accepted by the department;
2. Nine additional four-credit courses to be taken in the French department and distributed as follows:
 - a. 300a, followed by 301b;
 - b. a seminar in French language, literature, or culture, to be taken in the senior year;
 - c. six additional semester courses (200 or 300 level), of which four must be literature courses at the 300 level.

A major must take at least two courses in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

Students majoring in French literature are encouraged to take CLT 300 Contemporary Literary Theory.

French Studies

Requirements:

1. The basis for the French Studies major: 253 or 254 [240 or 241 prior to 1994–95], or an equivalent accepted by the department;
2. Seven four-credit courses in the French department distributed as follows:
 - a. 300a, followed by 301b;
 - b. 389, a course designed to coordinate the work of the major in French studies, to be taken in the senior year;
 - c. a 300-level course or a seminar in French language, literature, or culture to be taken in the senior year;
 - d. three additional four-credit courses in French literature or culture, of which two must be at the 300 level;
3. Two other four-credit courses chosen from the French department (200 or 300 level) or from appropriate offerings in other departments or Junior Year Abroad programs (a list is available annually from the department).

A major must take at least one course in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

Honors

Director: Lawrence Joseph.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

E. Graduate

Adviser: Janie Vanpée.

580a Advanced Studies

Arranged in consultation with the department.
4 credits

580b Advanced Studies

4 credits

580d Advanced Studies

8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Geology

Professors

H. Robert Burger, Ph.D., *Chair*

H. Allen Curran, Ph.D.

Brian White, Ph.D.

John B. Brady, Ph.D.

Robert M. Newton, Ph.D.

Lecturer

Ann Moss Burger, M.A.

Research Associate

Casey Ravenhurst, Ph.D.

Students contemplating a major in geology should elect 111a or b or 108b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

105a Natural Disasters: Understanding and Coping

An analysis of earthquakes, floods, hurricanes, volcanic eruptions, landslides and tornadoes. Topics include: the current status of predicting disasters, how to minimize their impact, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors. {N} 4 credits

Robert Burger

M W F 2:40–3:40 p.m.

108b Oceanography

An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. Enrollment limited to 60. {N} 4 credits

Allen Curran

M W F 9–9:50 a.m.; lab M 1:10–4 p.m. or T 1–3:50 p.m. or W 1:10–4 p.m. or Th 1–3:50 p.m.

109b The Environment

A study of the interrelationships between various

elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards and land-use planning.

{N} 4 credits

John Brady

T Th 10:30–11:50 a.m.

111a Introduction to Earth History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages and dinosaur habitats. {N} 4 credits

Members of the Department

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m. or W 1:10–4 p.m. or Th 1–3:50 p.m.

111b Introduction to Earth History

A repetition of 111a. {N} 4 credits

Members of the Department

M W F 11 a.m.–12:10 p.m.; lab M 1:10–4 p.m. or Th 1–3:50 p.m.

221a Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal

optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111a or b, or 108b. Enrollment limited to 28. {N} 4 credits

John Brady

T Th 9–10:20 a.m.; lab Th 1:10–4 p.m.

222b Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221a. Enrollment limited to 28. {N} 4 credits

John Brady

T Th 9–10:20 a.m.; lab Th 1:10–4 p.m.

231a Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. Enrollment limited to 28.

{N} 4 credits

Allen Curran

M W F 11 a.m.–12:10 p.m.; lab W 1:10–4 p.m.

232a Sedimentology

A study of modern sedimentary environments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Field work in the Connecticut Valley and weekend field trips to Plum Island and New York State. Prerequisites: 111a or b, or 108b. Enrollment limited to 28. {N} 4 credits

Brian White

T Th 10:30–11:50 a.m.; lab T 1–3:50 p.m.

235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

An introduction to the principles and practice of

scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) {N} 1 credit

John Brady, Richard Briggs (Biology), Robert Newton

Lec. M T W Th 8:30 a.m.–noon, with two hour labs to be arranged, January 15–18, 1996; additional labs and discussions to be arranged F January 19 and M T W Th F January 22–26

241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Weekend field trip to Connecticut and New York State. Prerequisite: 111a or b, or any 200-level geology course. Enrollment limited to 28. {N} 4 credits

Robert Burger

M W F 9–9:50 a.m.; lab T 1–4 p.m.

251b Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b, or 108b. Enrollment limited to 28. {N} 4 credits

Robert Newton

M W F 10–10:50 a.m.; lab M 1:10–4 p.m.

270j Carbonate Systems and Coral Reefs of the Bahamas

A field-oriented course to examine in detail the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be stud-

ied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. {N} 4 credits

Allen Curran, Brian White

About 8 full field days on San Salvador Island; 2 travel days; during January 1996 Interterm

[PPL 303b Seminar in Public Policy for Marine and Coastal Resources]

309a Groundwater Geology

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem.

Prerequisites: 111a or b and MTH 111a or b. Enrollment limited to 14. {N} 4 credits

Robert Newton

M W F 10–10:50 a.m.; lab M 1:10–4 p.m.

311a Environmental Geophysics

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: 111a or b, two geology courses at the intermediate level, and MTH 111a or b. Enrollment limited to 12. {N} 4 credits

Robert Burger

M W F 9–9:50 a.m.; lab T 1–4 p.m.

334b Carbonate Sedimentology

A detailed study of the formation, deposition, lithification and diagenesis of carbonate sediments. Topics include modern carbonate-producing environments and the history of carbonate rocks from the Precambrian to the present. Class meetings will include faculty and student presentations and practical work with thin sections and hand samples. One weekend field trip to classic carbonate localities in New York State. Prerequisite:

site: 232a. Enrollment limited to 14. {N} 4 credits
Brian White

W 1:10–4 p.m., Th 7–10 p.m.

361b Tectonics and Earth History

A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed in the rocks and fossils of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently. {N} 4 credits

Brian White

T Th 10:30–11:50 a.m.

400a Advanced Work or Special Problems in Geology

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

2 or 4 credits

Members of the Department

400b Advanced Work or Special Problems in Geology

2 or 4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 1996, Robert Newton; for the class of 1997, Brian White; for the class of 1998, Allen Curran; for the class of 1999, Robert Burger.

Adviser for Study Abroad: Allen Curran.

Basis: 111a or b, or 108b.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111a or b, 231a, 232a, 251b, 361b, and an elective course. A student concerned about environmental and resource issues might take 111a or b, 108b, 109b, 221a, 232a, and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111a or b, or 108b and a total of no more than three courses at the 100 level.

Honors

Director: Robert Newton.

430d Thesis

8 credits

432d Thesis

12 credits

Basis: 111a or b, or 108b.

Requirements: seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b, and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors an interterm course in the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip. The geology department is a member of the Keck Geology Consortium, a group of 12 liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Professors

Hans Rudolf Vaget, Ph.D. (German Language and Literature and Comparative Literature), *Chair*
Jocelyne Kolb, Ph.D.

Associate Professors

†Margaret Skiles Zelljadt, Ph.D.
§Gertraud Gutzmann, Ph.D.
†Joseph George McVeigh, Ph.D.

Instructor

Mareike Herrmann, M.A.

Lecturer

Ernestine Stieber, M.A.

Lecturer and Director of the Center for Foreign Languages and Cultures

Robert Chapin Davis, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100d, 110d, 120a).

Students who plan to major in German Literature Studies or German Culture Studies or who wish to spend the junior year in Hamburg, Germany, should take German in the first two years. Courses in European history and in other literatures are also recommended.

A. German Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. {F} 8 credits
Ernestine Stieber, M W F 9–9:50 a.m., Th 8–8:50 a.m.; *Robert Davis* (fall); *To be announced* (spring), M W F 10–10:50 a.m., Th 4–4:50 p.m.

110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours. {F} 12 credits

To be announced

M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

120a Intermediate German I

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing and aural comprehension. Prerequisite: two entrance units or 100d. {F} 4 credits

To be announced

M W F 11 a.m.–12:10 p.m.

220a Intermediate German II

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120a, or permission of the instructor. {F} 4 credits

Ernestine Stieber

M W F 11 a.m.–12:10 p.m.

220b Intermediate German II

A repetition of 220a. {F} 4 credits

Ernestine Stieber

M W F 11 a.m.–12:10 p.m.

[221a Conversation and Composition]**221b Conversation and Composition**

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay. {F} 4 credits

Robert Davis

M W F 1:10–2:30 p.m.

340a Advanced Studies in Translation and Style

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor. {F} 4 credits

Jocelyne Kolb

T Th 9–10:20 a.m.

B. German Literature and Culture

225a Readings in German Literature

An introduction to the study of German literature with a focus on the theme of the uncanny and miraculous. The course is designed to develop skills in oral expression, expository writing and the fundamentals of literary analysis. Prerequisite: 221a or b or permission of the instructor. {F} 4 credits

Hans R. Vaget

M W F 1:10–2:30 p.m.

226b Readings in German Culture

A survey of the cultural, social, economic and political development of the German-speaking countries from the early Middle Ages to the end of World War II, with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the 19th century, the Wilhelminian Era, the Weimar Republic, the Third Reich, with a brief

exploration of developments after 1945); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. Prerequisites: 221 or 225 or permission of the instructor. {L/F} 4 credits

Jocelyne Kolb

M W 2:40–4 p.m.

301b Literary Forms and Genres

The development of one of the major genres in its cultural context: poetry, drama (*Lustspiel*, *Trauerspiel*, *Geschichtsdrama*); narrative (*Novelle*, *Bildungsroman*, *Eberoman*, *Autobiographie*). Topic for 1995–96: Komödie. Prerequisite: 225 or permission of the instructor. {L/F} 4 credits

Jocelyne Kolb

T Th 9–10:20 a.m.

[326a German Culture and Society: 1870 to the Present]

A study of the social, political and cultural development of Germany since 1870, and in particular the role of literature, theatre, film, the press and popular culture. The course will address the emancipation of women, the Weimar Republic, the Holocaust, and the division and unification of Germany since 1945. To be offered in 1996–97.

{L/H} 4 credits

332a The Age of Goethe

The course will alternately concentrate on *Aufklärung*, *Sturm und Drang* and *Weimarer Klassik*. Topic for 1995–96: Goethe and Schiller. Cultural issues of German Humanism as reflected in the work of Goethe, Schiller, Herder and others. The impact of Weimar Classicism on German intellectual and political history. {L/F} 4 credits

Hans R. Vaget

M W 2:40–4 p.m.

[334a Romanticism]

The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of "folk" poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. To be offered in 1996–97. {L/F} 4 credits

[335a 19th-Century Literature]

A study of the major literary movements in their historical setting, from the wars of liberation to the Wilhelminian Empire. The course will focus on movements such as Young Germany, Poetic Realism, and Naturalism. A consideration of the following questions: political opposition and social commitment; the unsuccessful revolution of 1848; nationalism and unification. Representative texts by some of the major 19th-century figures will be studied in their literary and historical contexts. Heine, Büchner, Grillparzer, Droste-Hülshoff, Keller, Meyer, Raabe, Fontane, Nietzsche. To be offered in 1996–97. **{L/F}** 4 credits

[336b 20th-Century Literature]

Topic: The Early 20th Century. Continuity and innovation against the interruptions of recent German history. The course will address the modernism of Vienna around 1900, Expressionism and the Weimar Republic. Works by authors such as Schnitzler, Wedekind, Thomas and Heinrich Mann, Kafka, Fleitner, Lasker-Schüler. To be offered in 1996–97. **{L/F}** 4 credits

351b Senior Seminar: Topics in German Studies

Topic for 1995–96: Thomas and Heinrich Mann. A comparative study of gender issues and of representations of the family in the work of the Mann brothers. **{L/F}** 4 credits

Hans R. Vaegt

M W 1:10–2:30 p.m.

404a Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

C. Courses in English

[227b Topics in German Studies]

Knowledge of German not required. To be offered in 1996–97. **{L/H}** 4 credits

[228b The New German Cinema]

Representative films of the New German Cinema (1962–present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Kluge, Schlöndorff, Trotta, Wenders, Brückner, Sanders-Brahms. To be offered in 1996–97. **{A}** 4 credits

[229b Classic German Cinema (1919–31): From *Caligari* to *M*]

A study of representative German films from Germany's "Golden Age" with emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; changing role of women; genesis of horror, action and utopian film; influence on New German Cinema and contemporary popular culture. Knowledge of film and of German is not required, although background in either would be useful. Films by Lang, Murnau, Pabst, Sternberg, Wegener and Wiene. Opportunity to work in CFLAC with interactive video for sequence analysis and influence study projects. To be offered in 1996–97. **(E) {H/A}** 4 credits

D. Courses Cross-Listed with Other Departments and Programs

CLT 251b Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Wagner, Ibsen, DeVigny, Th. Mann, Kafka, Shaffer, Osborne and others. 4 credits

Hans R. Vaegt

M W 2:40–4 p.m.

CLT 296a Enlightenment: Reason, Revolution and the Modern

This course will concentrate on certain genres (satire, the novel, drama, opera and the essay) in order to determine how they reflect the philosophy and ferment of the century that culminated in the

Revolution of 1789. How is that revolution pre-saged in the works of Swift, Fielding, Voltaire, Rousseau, Diderot, Lessing, Charrière, Beaumarchais and Mozart? How do these artists represent and contribute to the intellectual, social, religious and aesthetic turmoil of their century, and to what extent are their ideas the source and stimulus for what we call modern? We will begin by reading the Prospectus to Diderot's *Encyclopédie*, conclude by reading the Declaration of Independence and supplement our reading with a viewing of several films. Permission of the instructor required. {L} 4 credits

Jocelyne Kolb

M W 2:40–4 p.m.

[FLS 231b Great Directors]

The Major

Adviser: Jocelyne Kolb.

Adviser for Study Abroad: Hans R. Vaegt.

The Department of German Studies offers two possible tracks within the major: German Literature Studies and German Culture Studies, with the following requirements:

German Literature Studies

This track requires nine courses above the basis of 220 or the equivalent. The nine courses must include:

two of the following courses: 221 or 226, 225

one of the following courses: [227], [228],

[229], [326], [FLS 231], FLS 241, CLT 251,

[CLT 259], CLT 296, [CLT 361] or [CLT 375]

each of the following courses: 301, 332, [334] or [335], [336], 340, 351. Please note that the latter two courses (340, 351) must be taken at Smith.

German Culture Studies

This major requires 10 courses above the basis of 220 or the equivalent. Two of the 10 courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The two

courses need not be from the same department, but must be related and must be approved by the major adviser in the Department of German Studies prior to enrollment in the course. The 10 courses must include:

each of the following courses: 221, 225, 226, [326]

one of the following: [227], [228], [229]

one of the following: 301, 332, [334], [335] or [336]

each of the following courses: 340, 351 which must be taken at Smith

two related courses above the 100 level from outside the Department of German Studies, provided they have a substantial German component, and are selected in consultation with the department's major adviser.

The Minor

Adviser: Jocelyne Kolb.

German Literature Studies

The minor in German Literature Studies requires six courses above the basis of 220 or the equivalent. The six courses must include:

two of the following courses: 221 or 226, 225

301b

two of the following courses: 332, [334], [335], [336], 340, 351

one of the following courses: [227], [228],

[229], [326], [FLS 231], FLS 241, CLT 251, CLT 296, [CLT 361], [CLT 375]

German Culture Studies

The minor in German Culture Studies requires six courses above the basis of 220 or the equivalent. One of the six required courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The outside course must be above the 100 level and must be approved by the minor adviser of the Department of German Studies prior to enrollment in the course. The six courses must include:

one of the following courses: 221 or 225

each of the following courses: 226, [326]

one of the following courses: 301, 332, [334], [335], [336], 340, 351. Please note that 340 and 351 must be taken at Smith.

one of the following courses: [227], [228], [229]

one course from outside the Department of German Studies, provided it has a substantial German component, is above the 100 level, and is selected in consultation with the department's minor adviser.

Honors

Director: Hans R. Vaegt

430d Thesis

8 credits

Requirements: the same as for the major.

Government

Professors

**Peter Niles Rowe, Ph.D.
Philip Green, Ph.D.
Donald Leonard Robinson, M.Div., Ph.D.
Susan C. Bourque, Ph.D.
Steven Martin Goldstein, Ph.D.
Donna Robinson Divine, Ph.D., *Chair*
Martha A. Ackelsberg, Ph.D. (Government and Women's Studies)
Donald C. Baumer, Ph.D.
Walter Morris-Hale, Ph.D.
Dennis Yasutomo, Ph.D.

Associate Professors

Patrick Coby, Ph.D.
Howard Gold, Ph.D.

Adjunct Associate Professor

¹Robert Hauck, Ph.D.

Assistant Professors

Velma E. Garcia, Ph.D.
Gregory White, Ph.D.
Mary Geske, Ph.D.
Luan Troxel, Ph.D.
Gary Lehring, Ph.D.

Instructors

**Alice L. Hearst, J.D.
†Karen Alter, B.A.

Lecturers

Michael Chinoy, M.S.
²Leo Weinstein, Ph.D.
²Stanley Rothman, Ph.D.

Laboratory Instructor

Molly Jahnige Robinson, M.A.

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100d Introduction to Political Science

Government 100d is open to all students. Students considering a government major are encouraged to take GOV 100 in their first or second year.

First semester: a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full-year course. {S} 8 credits
Martha Ackelsberg, Patrick Coby and Members of the Department

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 2–2:50 p.m., F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

Second semester: A study of the ideas underlying the social sciences and the criticisms and challenges

mounted by Third World scholars and feminists.

Martha Ackelsberg, Donna Divine and Members of the Department

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 2–2:50 p.m., F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

190a Introduction to Statistics for Political Scientists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics and international relations. {S/M} 4 credits
Howard Gold (Government), Molly Robinson (Social Sciences)

M W 11 a.m.–12:10 p.m.; lab to be arranged

American Government

200b American Government

A study of the politics and governance in the United States. Special emphasis is placed on the major institutions of American government and their interaction in the determination of public policy. **{S}** 4 credits

Donald Baumer

M W F 11 a.m.–12:10 p.m.

201a American Constitutional Interpretation

The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Suggested preparation: 200 or permission of the instructor. Not open to first-year students. **{S}** 4 credits

Alice Hearst

T Th 9–10:20 a.m.

[202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment]

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students. To be offered in 1996–97. **{S}** 4 credits

[203a American Political Parties]

204a Urban Politics

This course examines the growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. It explores the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. **{S}** 4 credits

Martha Ackelsberg

T Th 9–10:20 a.m.

[205b Political Participation]

An examination of the place of participation in

democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1996–97. **{S}** 4 credits

Martha Ackelsberg

206b The American Presidency

An analysis of the executive power in the Constitution and of the changing character of the executive branch. **{S}** 4 credits

Donald Robinson

M W F 10–10:50 a.m.

207a Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

Donald Baumer

M W F 11 a.m.–12:10 p.m.

[208a Elections in the Political Order]

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Students conduct election simulation. To be offered in 1996–97. **{S}** 4 credits

Howard Gold

209b Congress and the Legislative Process

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. **{S}** 4 credits

Gary Lebring

T Th 9–10:20 a.m.

210b Public Opinion and Mass Media in the United States

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, link-

ages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics. **{S}** 4 credits

Howard Gold

T Th 10:30–11:50 a.m.

211a Gender and Politics

The impact of sex on power and influence in American political life. Prerequisite: a prior 200-level course in American politics or permission of the instructor. Not open to first-year students. **{S}** 4 credits

Gary Lebring

T Th 9–10:20 a.m.

[215a The Politics of Advanced Industrial Society]

216a Minority Politics

An examination of political issues facing the minority communities of American society. Topics include electoral politics, social movements, and gender and class issues. **{S}** 4 credits

Velma Garcia

T Th 10:30–11:50 a.m.

[PPL 254b Agricultural and Public Policy in the United States]

305a Seminar in American Government

Topic for 1995–96: Law, Family and State. Explores the status of the family in American political life, and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. **{S}** 4 credits

Alice Hearst

T 1–2:50 p.m.

306a Seminar in American Government

Topic for 1995–96: Presidential War Powers. What did the framers intend? What has been the impact of changing circumstances? What does constitutionalism require? **{S}** 4 credits

Donald Robinson

W 7:30–9:30 p.m.

307b Seminar in American Government

Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. **{S}** 4 credits

Velma Garcia

T 1–2:50 p.m.

308b Seminar in American Government

Topic for 1995–96: The Politics of Poverty. An examination of the nature and extent of poverty in the United States and of policies designed to ameliorate poverty. A review of government efforts to combat poverty will set the stage for an exploration of contemporary debates about poverty policy. Prerequisite: a 200-level course in American Government. **{S}** 4 credits

Donald Baumer

T 3–4:50 p.m.

309a Seminar in American Government

Topic for 1995–96: Conservatism in the United States. An examination and analysis of post-war American conservatism. Readings and discussions focus on the various conservative movements in the U.S. and on conservatives' analyses of domestic and foreign policies. Topics include social welfare, race, social and moral issues, and electoral politics. Special attention will be paid to changes during the Reagan years. **{S}** 4 credits

Howard Gold

T 1–2:50 p.m.

[310b Seminar in American Government]

Topic: Native Americans in American Law and Politics. This course examines the position of Native Americans in American legal and political thought, explores and critiques how the law has defined Native Americans and inquires into the kind of "space" that has been generated for Native Americans in that process. Materials for the course are drawn from both historical and contemporary sources, and have been written both by and about Native Americans. Permission of the instructor is required. To be offered in 1996–97. **{S}** 4 credits

[311b Seminar in Urban Politics]

To be offered in 1996–97. 4 credits

Martha Ackelsberg

312b Seminar in American Government

Topic for 1995–96: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. Permission of the instructor is required. **{S/M}** 4 credits

Howard Gold

T 1–2:50 p.m.

411a Seminar in American Government

Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits

Robert Hauck

412a Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. 8 credits

Donald Baumer

Comparative Government

[221a The Politics of Western Europe]

A comparative analysis of West European politics. The course will emphasize a comparison of the evolution of European societies and political structures, current power structures, political participation and contemporary political issues and developments. Countries covered include: Britain, France, Italy, Sweden and Germany. To be offered in 1996–97. **{S}** 4 credits

222a The Politics of Eastern Europe

An examination of East European politics. The course will briefly trace the development of the East European states from their places in multi-ethnic empires through their inclusion in the “Soviet Bloc” in order to understand the major political problems facing the polities today. Major issues include: the collapse of communism, the rise of nationalism, economic instability and newly forming elite-mass relationships. **{S}** 4 credits

Luan Troxel

W F 1:10–2:30 p.m.

223a Government and Politics of the Soviet Union and Its Successor States

An examination of the revolutionary origins, development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states. **{S}** 4 credits

Steven Goldstein

W F 1:10–2:30 p.m.

224a Government and Politics of the Middle East and North Africa

The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism, regional conflicts and terrorism. **{S}** 4 credits

Donna Robinson Divine

T Th 10:30–11:50 a.m.

225a The Founding of Constitutional Systems

An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. **{S}** 4 credits

Donald Robinson

M W F 10–10:50 a.m.

[226a Latin American Political Systems]

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. To be offered in 1996–97. **{S}** 4 credits

227a Government and Politics of Sub-Saharan Africa

An introductory survey of political, economic and social factors. Traditional African government, colonial administration and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria and countries chosen by the students for their research projects. **{S}** 4 credits

Walter Morris-Hale

T Th 10:30–11:50 a.m.

228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits
Dennis Yasutomo

T Th 9–10:20 a.m.

[229a Government and Politics of Israel]

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. To be offered in 1996–97. {S} 4 credits

Donna Robinson Divine

230b Government and Politics of China

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation and patterns of party and state power. {S} 4 credits
Steven Goldstein

W F 1:10–2:30 p.m.

231b Government and Plural Societies

A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects. {S} 4 credits

Walter Morris-Hale

T Th 10:30–11:50 a.m.

[232b Politics and Society]**233b Problems in Political Development**

Social change and political development in the Third World. Topics to be examined include regime types as well as the politics of industrialization, gender and the environment. {S} 4 credits

Velma Garcia

T Th 9–10:20 a.m.

321b Seminar in Comparative Government

Topic for 1995–96: Power and Politics in Africa: The Female Factor, A Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required. {S} 4 credits

Walter Morris-Hale

T 1–2:50 p.m.

322a Seminar in Comparative Government

Topic for 1995–96: Mexican Politics from 1910–Present. {S} 4 credits

Velma Garcia

T 1–2:50 p.m.

323b Seminar in Comparative Government

Topic for 1995–96: Europe and World Politics. This seminar examines the volatile forces of ethno-national politics within Europe. It will view ethno-national difficulties from the perspective of European Union policy and individual state policy, thus drawing on an extensive literature on migration and ethnic politics. Examples discussed will include inflows of populations following the demise of colonies, outflows of people from the former Soviet bloc and from war-torn Yugoslavia, and long-standing internal ethnic disputes. We will attempt to discern why in some cases we find ethnic political mobilization which results in violent outcomes (such as war) and why in other cases we find political mobilization channeled through institutions. In so doing, we will find common causes to ethnic difficulties and common reasons for the rise of radical right parties and politics in the 1980s and 1990s throughout much of Europe. {S} 4 credits

Luan Troxel

T 3–4:50 p.m.

[324a Seminar in Comparative Government]

Topic: Gender, Education and Democracy in Latin America. The politics of gender, education and democratic transformation will be examined in a range of countries. Prerequisite: GOV 226a or the equivalent. To be offered in 1996–97. {S} 4 credits

[325a Seminar in Comparative Government]

4 credits

333b Seminar: The Politics of Capitalism

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism and alternatives to capitalism. {S} 4 credits

Philip Green

Th 3–4:50 p.m.

International Relations

241a or b is suggested preparation for all other courses in this field.

241a International Politics

An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations, and the increasing prominence of global issues such as the environment, human rights and humanitarian aid. {S} 4 credits

Mary Geske

M W F 9–9:50 a.m.

241b International Politics

A repetition of 241a. {S} 4 credits

Luan Troxel

M W 1:10–2:30 p.m.

242b The Politics of International Economic Relations

An examination of the assumptions and logics of the neo-liberal, economic nationalist, neo-Marxian and feminist perspectives for understanding the post–World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony, and the implications of the post–1989 “New World Order” for the former Third World. Prerequisite: 241 or permission of the instructor. {S} 4 credits

Gregory White

T Th 10:30–11:50 a.m.

243a International Law

The function of law in the international community, with special reference to its relationship to politics and social change. Issues addressed in-

clude the formal structure of the relations among states, the new Law of the Sea, the protection of human rights by the international community, the treatment of aliens and their property, the permissible use of force and intervention in internal national conflicts. Not open to first-year students. {S} 4 credits

Peter Rowe

M W F 11 a.m.–12:10 p.m.

244b Foreign Policy of the United States

The term “the national interest” frequently is invoked to explain the importance of a particular U.S. foreign policy issue. Through examination of the foreign policy process and U.S. foreign policy instruments, this course explores alternative understandings of U.S. foreign policy and, ultimately, “the national interest.” {S} 4 credits

Mary Geske

M W F 9–9:50 a.m.

[245a Foreign Policy of the United States]**[248b The Arab-Israeli Dispute]**

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. To be offered in 1996–97. {S} 4 credits

Donna Robinson Divine

[250a Case Studies in International Relations]**[251a Problems of International Security]****[EAS 275b Colloquium: Japan–United States Relations]****341a Seminar in International Politics**

Topic for 1995–96: U.S. National Security Policy After the Cold War. What constitutes U.S. “national security” in the wake of the cold war? What about U.S. national security policy? These questions will form the basis of our examinations and inquiries in the seminar. Upon a brief analysis of the cold

war era we will consider alternative notions of security, contemporary threats to national security as well as U.S. policy responses. Likely topics to be covered include nuclear proliferation, the environment, immigration, ethnic conflict and economic competition. **{S}** 4 credits

Mary Geske

W 7:30–9:30 p.m.

342a Seminar in American Government and International Politics

Studies in U.S. Foreign Policy: Congress v. the President. Discussion of student reports and papers on a variety of American foreign policy issues in the post–Cold War era, such as the new definition of the national interest, the meaning of national security, and the constitutional responsibilities of the Congress and the President in the struggles for control over policies. **{S}** 4 credits

Peter Rowe

M W 2:40–4 p.m.

[343b Seminar in International Politics]

344a Seminar on Foreign Policy of the Chinese People's Republic

The development and formulation of China's foreign policy, its ideological basis and the instruments of its implementation. Particular attention will be paid to post-Mao China. **{S}** 4 credits

Steven Goldstein, Michael Chinoy

Th 7:30–9:30 p.m.

345a Seminar in International Politics

Topic: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required. **{S}** 4 credits

Walter Morris-Hale

T 1–2:50 p.m.

[346a Seminar in International Politics]

347a Seminar in International Politics

Topic for 1995–96: The European Union in the Global Economy. This seminar focuses on the history of European integration and Europe's "situation" in the international political economy. Particular attention is devoted to Europe's relationship with the former Third World, especially the

political economy of Euro-African and Euro-Mediterranean relations. Prerequisite: 242 or permission of the instructor. **{S}** 4 credits

Gregory White

T 1–2:50 p.m.

348a Seminar in International Politics

Topic for 1995–96: Conflict and Cooperation in Asia. An analysis of the emergence of East and Southeast Asia in world politics since the late 19th century, with special attention given to the post–World War II period. The seminar will be especially concerned with identifying sources and patterns of conflict and cooperation among Asian states and between Asians and Western powers. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

T 1–2:50 p.m.

[349b Seminar in International Relations and Comparative Politics]

[350a Seminar in Comparative Government and International Relations]

351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan

The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

T 1–2:50 p.m.

[352a Seminar in Comparative Government and International Relations]

Political Theory

261a Ancient and Medieval Political Theory

An examination of the classical *polis* and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include: the moral effects of war and faction,

the meaning of justice, citizenship and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients. {S} 4 credits

Patrick Coby

M W F 11 a.m.—12:10 p.m.

262b Early Modern Political Theory, 1500–1800

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism and the question of people's capacity to create and control political systems. {S} 4 credits

Patrick Coby

M W F 11 a.m.—12:10 p.m.

263a Political Theory of the 19th and 20th Centuries

A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber and Marcuse. Not open to first-year students. {S} 4 credits

Philip Green

Lec. M W 1:10–2:30 p.m.; dis. F 1:10–2:30 p.m.

264b Problems in Democratic Thought

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights, and equality. Selected readings from liberal, radical, democratic, Marxian and feminist political thought. Not open to first-year students. {S} 4 credits

Philip Green

Lec. M W 1:10–2:30 p.m.; dis. F 1:10–2:30 p.m.

[265b Human Nature and Politics]

361b Seminar in American Political Thought

Topic for 1995–96: American Political Thought

from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional democracy, the problematic relationship of liberty and equality, and the struggle over slavery and states rights. {S} 4 credits

Patrick Coby

T 1–2:50 p.m.

362b Seminar in Political Theory

Topic for 1995–96: Mill and Nietzsche: Rationalism and Its Rejection in Modern Political Theory.

{S} 4 credits

Leo Weinstein

T 3–4:50 p.m.

364b Seminar in Political Theory: Feminist Theory

An examination of the challenges posed by and to contemporary feminist theory for historical and contemporary perspectives on gender and politics. This seminar will focus on the interplay among gender, cultural differences, citizenship and democracy. Prerequisites: 100d or the equivalent, at least one course on issues of gender in society. Admission by permission of the instructor. {S} 4 credits

Martha Ackelsberg

T 3–4:50 p.m.

366a Seminar: Ideology, Culture and Politics

How are hierarchies of gender, class and race legitimated in a democratic society? How does the ruling class maintain its rule? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; GOV 263a or equivalent recommended. {S} 4 credits

Philip Green

Th 3–4:50 p.m.; films shown T 3–4:50 p.m. and W 7:30–10 p.m. (both showings required)

366b Seminar in Political Theory

Topic for 1995–96: Gay and Lesbian Politics and Theory. An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political move-

ment through the 20th century. The course will adopt an historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory. **(S)** 4 credits

Gary Lebring

T 1–2:50 p.m.

404a Special Studies

Admission for majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission for majors by permission of the department. 8 credits

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Patrick Coby, Donna Robinson Divine, Velma Garcia, Howard Gold, Stephen Goldstein, Philip Green, Walter Morris-Hale, Alice Hearst, Donald Robinson, Peter Rowe, Luan Troxel, Gregory White, Dennis Yasutomo.

Adviser for Study Abroad: Dennis Yasutomo.

Prelaw Advisers: Alice Hearst and members of the department.

Graduate School Adviser: Martha Ackelsberg.

Director of the Jean Picker Semester-in-Washington Program: Donald Baumer.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;

2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

430d Thesis

8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two. These courses must include a second course in political theory, but need not include a seminar.

2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the spring semester revising their papers and will submit the final version by April 1.
3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

431a Thesis

8 credits

Requirements: Requirements for honors for students in 431a will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431a in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, [203a], 206b,

[207a], [208a], and [209b]. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: four credits for a seminar in policymaking (411a); and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

History

Professors

*Joan Afferica, Ph.D.
 *R. Jackson Wilson, Ph.D.
 †Lester K. Little, Ph.D.
 Howard Allen Nenner, LL.B., Ph.D.
 Joachim W. Stieber, Ph.D.
 †Neal E. Salisbury, Ph.D.
 Daniel Horowitz, Ph.D. (American Studies and History)
 Helen Lefkowitz Horowitz, Ph.D. (History and American Studies)
 Daniel K. Gardner, Ph.D., *Chair*

Associate Professor

Ann Zulawski, Ph.D. (History and Latin American Studies)

Assistant Professors

Ernest Benz, Ph.D.
 Richard Lim, Ph.D.
 Michael Dettelbach, Ph.D.
 Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)
 Thomas F. Jackson, Ph.D.

Lecturers

¹Marylynn Salmon, Ph.D.
¹R. Dean Ware, Ph.D.
²Sarah Coles, M.A.
²Frederick McGinness, Ph.D.
²Miriam Slater, Ph.D.

Mendenhall Fellow

Rosanne M. Adderley, M.A.

History courses at the 100 and 200 level are open to all students unless otherwise indicated. First- and second-year students who are considering a major in history should take History 100a. Admission to seminars (300 level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations.

Introductory Course

100a Introduction to History

Approaches to history and the past through comparative analysis of pre-modern societies. Topics include the land and human settlement, economic organization, diet and disease, family life, language and literacy, social structure, religious beliefs and practices, and political culture and institutions.

Attention will be given to each society's perceptions of and contacts with other parts of the world. Societies for 1995–96: China, England and Mexico between the 15th and 18th centuries. {H} 4 credits
Howard Nenner (Director), Daniel Gardner, Ann Zulawski
 M W 10–10:50 a.m., 3 dis. sections, Th 3–4:50 p.m.

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

201b (L) The Silk Road

The nature and history of East-West contact in the premodern era. Technological, cultural and reli-

gious exchanges among societies such as China, India and Rome along the ancient Silk Road, the interactions of these sedentary civilizations with their nomadic neighbors, the rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will also read pertinent travel literature as a form of ethnographic knowledge that reproduces notions of cultural identity and civilization.

(E) {H} 4 credits

Richard Lim

T Th 3–4:20 p.m.

202a (L) Archaic and Classical Greece

The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include: colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon and demise of Greek freedom. {H} 4 credits

Richard Lim

T Th 9–10:20 a.m.

203b (L) Alexander the Great and the Hellenistic World

The formation of the Hellenistic world that stretched from Greece to India after Alexander of Macedon's conquest of the Persian Empire to the coming of the Romans. Main topics include: Alexander, his contributions and legacy; Greek conquerors and native peoples in contact and conflict; kings, city-states and multi-ethnic societies; unity versus diversity in language, culture, religion and society; new developments in knowledge, science and religions. {H} 4 credits

Richard Lim

T Th 10:30–11:50 a.m.

[204a (L) The Roman Republic]

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. The Late Republic will receive special emphasis. To be offered in 1996–97. {H} 4 credits

Richard Lim

[205b (L) The Roman Empire]

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity. To be offered in 1996–97. {H} 4 credits

Richard Lim

206a (C) Aspects of Ancient History

Topic for 1995–96: Sports and Public Entertainment in Greece and Rome. The development from Greek competitive sports to Roman spectator shows such as chariot races and gladiatorial combats. We will examine their organization, performance and significance, focusing on the roles of amateurs versus professionals; careers of athletes, actors, charioteers and gladiators; the importance of play, contest and violence to ancient society; “bread and circuses” as symbolic benefaction and urban strategy. Comparative readings in the socio-anthropology of sports. {H} 4 credits

Richard Lim

W 7–9:30 p.m.

Islamic Middle East

207a (L) Islamic Civilization to the 15th Century

The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (seventh century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; Islamization of the Middle East; creation and transformation of new imperial institutions; political developments; slave soldiers; urban societies; and the formation of Islamic culture.

Open to first-year students. {H} 4 credits

Keith Lewinstein

T Th 10:30–11:50 a.m.

[208b (L) The Middle East Since the 15th Century]

209b (C) Topics in Middle Eastern History

Topic for 1995–96: Egypt in the 19th Century: Empire, Islam and Nationalism. This course examines the relationship between European imperial power and the Egyptian political and social order from Napoleon's invasion (1798) until the First World War, with attention to the transformations experienced by Egypt and Egyptians as a result of extended exposure to European (especially British) imperialism. Specific topics include Egyptian responses to the French invasion; European views of traditional Egyptian life; the reforms of Muhammad 'Ali and his successors; the integration of Egypt into the world economy; British occupation and the techniques of imperial rule; cultural and intellectual developments (education, urban architecture, Muslim modernism and Egyptian nationalism). Readings include Egyptian historical and literary works, European travel accounts, contemporary British newspapers and magazines, and British political memoirs. No pre-requisites. **{H}** 4 credits

Keith Lewinstein

T Th 3–4:20 p.m.

South Asia

[210b Modern India]

The political, social, cultural and economic development of India in the 19th and 20th centuries, with special attention to the impact of colonial rule. The movement for independence, Gandhi and non-violence, India since 1947. Lectures and discussions, occasional films and slide presentations. To be offered in 1996–97. **{H/S}** 4 credits

East Asia

[211a (L) The Emergence of China]

A survey of Chinese society and civilization from c.1000 B.C. to A.D. 700. Attention given to political, social, intellectual and artistic developments. Open to first-year students. To be offered in 1996–97. **{H}** 4 credits

Daniel Gardner

[212b (L) China in Transformation, A.D. 700–1850]

A survey of Chinese society and civilization A.D. 700–1850. Attention given to political, social, intellectual and artistic developments. Open to first-

year students. To be offered in 1996–97. **{H}** 4 credits

Daniel Gardner

[213a (C) Aspects of Chinese and Japanese History]

Topic for 1996–97: Elite Culture in China: The Arts and Letters of the Literati. An examination of the artistic, literary, philosophical, religious and scholarly expression of the Chinese before the 20th century. **{L/H}** 4 credits

Daniel Gardner

214b (C) Aspects of Chinese History

Topic for 1995–96: Religion in China. The role of religion in traditional and contemporary Chinese society. The course will examine anthropological approaches to Chinese religion; religion and politics; religion among the elite; popular religion; divination; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China. **{H}** 4 credits

Daniel Gardner

T 1–3:30 p.m.

216b (L) Introduction to Modern Chinese History, 1600 to the Present

A survey of the history of China over the last four centuries, tracing China's transformation from a Confucian empire to a Communist state, with special emphasis on the developments of the 20th century. Major topics include: the achievements and the decline of the last dynasty; the interaction between China and the West; the rise of reformist and revolutionary movements; the creation of a Communist state; and the transformation of social relations over time. Particular attention given to the relationships among the rulers, the intellectuals and the peasantry, the three most important groups to shape the course of modern Chinese history. To be offered once only. (E) **{H}** 4 credits

Sarah Coles

M W F 9–9:50 a.m.

218a (C) Thought and Art in China

Topic for 1995–96: Confucian and Taoist Thought and Art in China. A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. **{H/A}** 4 credits

Daniel Gardner, Marilyn Rbie (Art and East Asian Studies)

T 1–4 p.m.

Europe

[219a (L) Europe in the Age of Migration, 300–1050]

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. Recommended background: HST 100. To be offered in 1996–97. {H} 4 credits
Lester Little

220b (L) Europe in the Age of the Commercial Revolution, 1050–1300

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. Recommended background: HST 100. {H} 4 credits
Frederick McGinness
M W 7:30–8:50 p.m.

[221b (L) Social History of European Monasticism]

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality and reciprocal ties with society. Comparison with monastic movements in other religious traditions. Recommended background: 100, 219, 220, or 222. To be offered in 1996–97. {H} 4 credits
Lester Little

222a (L) Early English History

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. Recommended background: HST 100. {H} 4 credits
R. Dean Ware
T Th 1:30–2:50 p.m.

223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy

Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year students by permission of the instructor only. {H} 4 credits

Joachim Stieber

M W F 9–9:50 a.m.

224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. {H} 4 credits

Joachim Stieber

M W F 9–9:50 a.m.

225b (C) Authority and Legitimacy in the Age of More and Shakespeare

An examination of the texts and historical context of Shakespeare's *Richard II*, *I Henry IV*, *Henry V*, *Richard III* and *King Lear*, More's *Utopia* and *The History of Richard III*, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. {L/H} 4 credits

Howard Nenner, William Oram (English Language and Literature)

M W F 1:10–2:30 p.m.

227a (L) Tudor England

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. An examination of dynasticism, religious upheaval and the place and power of English monarchs from Richard III to James I. {H} 4 credits
Howard Nenner

Lec. M W 11 a.m.–12:10 p.m.; dis. F 10–10:50 a.m.; F 11–11:50 a.m.

228b (L) Stuart England

The transition to political stability from the end of the Elizabethan era to the beginnings of the Geor-

gian monarchy. An examination of religion, politics and constitutional thought in England's century of revolution. **{H}** 4 credits

Howard Nenner

M W F 10–10:50 a.m.

[230b (C) A Social and Cultural History of England, 1830–1940]

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. To be offered in 1996–97. **{L/H}** 4 credits

Howard Nenner

235a (C) The Middle Ages and the Renaissance in European Thought, 1750–1870

The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c.1830–1930). **{L/H}** 4 credits

Joachim Stieber

M W 2:40–4 p.m.

[239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars]

The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. To be offered in 1996–97. **{H}** 4 credits

Joan Afferica

240a (L) Tradition and Change in Russian and Soviet History, 1801–Present

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society. **{H}** 4 credits

Joan Afferica

T Th 1:10–2:50 p.m.

244a (L) The Scientific Revolution

The emergence of modern European natural science from roots in Aristotelian natural philosophy and its challengers. Topics include the role of magic and occult philosophies; the impact of the Protestant Reformation; Galileo and the Roman Inquisition; the role of artisans and mechanics; the role of medicine; the place of God in the natural philosophies of Descartes and Newton. **{H}** 4 credits

Michael Dettelbach

M W 2:40–4 p.m.

245a (L) Europe 1660–1830

An introductory survey of the political and social structures of Europe from the age of Louis XIV, and their transformation in the Revolutionary and Napoleonic eras 1789–1815. Themes include the growth of the bureaucratic state and the role of war and finance; serfdom and the changing relations between landlord and peasant; the causes and effects of the French Revolution. **{H}** 4 credits

Michael Dettelbach

Lec. M W 11 a.m.–12:10 p.m.; dis. W 7:30–8:20 p.m.

246b (L) The Age of Enlightenment

The 18th-century transformation of European thought, art and manners which formed the liberal and secular sensibilities of modern European societies. Themes include the relationship between the Enlightenment and organized religion; the comparison of Enlightenments in different national contexts; the idea and role of women in the Enlightenment; the relationship between Enlightenment and the French Revolution. **{H}** 4 credits

Michael Dettelbach

T Th 10:30–11:50 a.m.

247a (C) The Rise and Collapse of the Russian and Soviet Empires

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic and cultural relations among constituent peoples in the 19th and 20th centuries. **{H}** 4 credits

Joan Afferica

W 1:10–3:40 p.m.

248b (C) Revolutionary Europe, 1848–1852

The continent-wide revolution of 1848, the turning point at which modern history failed to turn. Class

struggle, popular votes, nationalist warfare, diplomatic crisis. Special attention to French, German, Italian and Hungarian developments. **{H}** 4 credits

Ernest Benz

M 7–9:30 p.m.

250a (L) Europe in the 19th Century

1814–1914: A century of fundamental change without a general war. The international order established at the Congress of Vienna and its challenges: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism.

{H} 4 credits

Ernest Benz

T Th 10:30–11:50 a.m.

251b (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars, and to the experience of Fascism, Nazism and Communism.

{H} 4 credits

Ernest Benz

Lec. T Th 1–2:30 p.m.; dis. Th 3–3:50 p.m.; Th 4–4:50 p.m.; Th 7:30–8:20 p.m.

253b (C) Women in Modern European Societies

This course will focus on the experience of women in their public and private lives in the 17th through the late 19th centuries in Europe with particular emphasis on Britain. Topics include: the separation of men and women in the workplace and in the home; changes in the nature of domestic life, power relations, attitudes and practices regarding motherhood and childrearing, and sexual relations; women's attempts to gain equal access to education and professional life; women's battle for political equality, political power and the vote. Recommended background: a course in European history since 1500. **{H/S}** 4 credits

Miriam Slater

T Th 9–10:20 a.m.

[254a (C) 19th-Century European Thought]

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on

art, religion, science and women. To be offered in 1996–97. **{H/S}** 4 credits

Ernest Benz

255a (C) 20th-Century European Thought

The intellectual context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of elections, psychology and culture. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity?

{H/S/A} 4 credits

Ernest Benz

M 7–9:30 p.m.

[256a (L) Modern European Social History]

Topic: Capitalism and the Pursuit of Happiness. Does capitalism promote happiness? This course focuses on European society from the 18th to the 20th centuries to study how capitalism as an economic system has changed cultural and social life. To be examined are such controversies as how machines have transformed human labor, the creation of abundance and problems of distribution, the impact of consumer culture on personal expression, and whether the critics of capitalist society offer viable alternatives. Readings include classic texts in political economy (Mandeville, Smith, Marx, Weber) and studies drawn from anthropology, literature and social history. Open to first-year students by permission of the instructor only. To be offered in 1996–97. (E)

JUD 285a Jews and World Civilization 30–1492

JUD 286b Jews and European Civilization 1492–1942

JUD 287b The Holocaust and History

Africa

[AAS 218b History of Southern Africa (1600 to about 1980)]

Latin America

260a (L) Colonial Latin America, 1492–1821

Iberian invasions in the 16th century to the movements for independence in the early 1800s. The

course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. **{H}** 4 credits

Ann Zulawski

T Th 10:30–11:50 a.m.

261b (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. **{H}** 4 credits

Ann Zulawski

T Th 10:30–11:50 a.m.

263b (C) Continuity and Change in Spanish America and Brazil

Topic for 1995–96: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include: changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. **{H}** 4 credits

Ann Zulawski

T Th 3–4:50 p.m.

United States

History 265, 266 and 267 constitute an introductory sequence in United States history.

[265a (L) Pre-Industrial America, 1500–1820]

An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization, the American Revolution and the early republic. To be offered in 1996–97. **{H}** 4 credits

Neal Salisbury

266a (L) The Age of the American Civil War

A study of the origins, course and consequences of the war of 1861–65. Major topics include: slavery as a political and constitutional issue; the collapse and redefinition of the political party systems; major campaigns and battles; the role of African Americans in the ending of slavery; the making of Union and Confederate myths; the fate of the freed slaves during Reconstruction; the white Americans' final abandonment of the cause of the freed people in the 1880s and 1890s. **{H}** 4 credits

R. Jackson Wilson

M W 1:10–2:30 p.m.

267b (L) The Development of Modern America, From the 1890s to the Present

A survey of the history of the United States in the century beginning in the mid-1890s. Emergence of America as a world power, changes in the economic system, development of the social welfare state, shifts in political alliances and structures, growth of a more diverse population and development of modes of cultural expression. **{H}** 4 credits

Thomas Jackson

Lec. M W 1:10–2 p.m.; dis. Th 3–3:50 p.m., F 1:10–2 p.m.

[268b (L) North American Indians Since 1500]

An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. (Formerly HST 267.) To be offered in 1996–97. **{H}** 4 credits

Neal Salisbury

[269a (L) The Colonial Experience in North America]

271a (C) American Space: History of the American Landscape and Built Environment

The human-made environment in the United States in its historical dimensions. Focus is on selected problems—such as the land, the house, public buildings and spaces, cities—examined in a range of time periods. Readings include literary works, cultural geography, architectural criticism, social and cultural history and studies of particular sites. Permission of the instructor required. **{H}** 4 credits

Helen Lefkowitz Horowitz

T Th 1–2:20 p.m.

273a (L) Contemporary America, World War II to the Present

The political and social history of the United States since 1945, with focus on the interaction of social movements and social policies with respect to women, racial minorities, the poor, cities and suburbs, urban white ethics, the environment. Consideration also of international developments and their impact on American society: the Cold War and nuclear arms race, Vietnam, Iran and Iraq, immigrants and refugees, the global economy and post-industrial society. Further topics: the decline of labor; the 1950s family; black freedom movements; the War on Poverty; peace, counter-cultural, gay and lesbian, and antinuclear movements; Watergate and the "imperial presidency"; anti-busing and anti-feminist movements; welfare reform and affirmative action; the New Right and the Reagan Revolution; the urban crisis of the 1960s and the "underclass" of the 1980s. **{H}** 4 credits

Thomas Jackson

M W F 9–9:50 a.m.

275a (L) Intellectual History of the United States to 1860

{L/H} 4 credits

R. Jackson Wilson

M W F 11 a.m.–12:10 p.m.

[276a (L) Intellectual History of the United States after 1860]

To be offered in 1996–97. **{L/H}** 4 credits

R. Jackson Wilson

277a (L) History of Women in the U.S., Colonial Period to 1865

The course will examine the historical position of women within the society and culture. Problems will include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, issues of race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: a pre-Civil War history course. Offered in alternate years. **{L/H}** 4 credits

Marylynn Salmon

T Th 9–10:20 a.m.

[278a (L) History of Women in the U.S., 1865 to 1970]

AAS 278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

280a (C) Problems of Inquiry

Topic for 1995–96: Race and Ethnicity in U.S. Cities, 1880–1990. Examines white ethnics and racial minorities in U.S. cities in the industrial and post-industrial eras. Emphasis is on local history, qualitative and quantitative analysis of identity, community, mobility and power. Topics: the "new immigration"; ghettos and barrios; the impact of industrial unionism and mass culture; changing structures of opportunity and political power; the impact of federal policy on housing markets and political participation; "deindustrialization"; community institutions; job "niches," family strategies, women's roles and cultural "values"; activism; violence as protest and defense of "turf"; the "underclass" as a contested term for an ambiguous reality; the current war on drugs in the cities. **{H}** 4 credits

Thomas Jackson

M W 2:40–4 p.m.

Comparative History

291b (C) Topics in Comparative History

Topic for 1995–96: A Comparative Cultural History of the African New World Diaspora, 1600 to the Present. An exploration of the development of African-American culture as a diverse regional phenomenon, rather than one confined to the United States. Emphasis on those social and cultural factors that shaped the differences that developed within and between communities of African descent in the United States, the Caribbean and Latin America. Major themes will include the Atlantic slave trade, slave society and culture, African-American religions and comparative race relations. **{H}** 4 credits

Rosanne Adderley

M W 2:40–4 p.m.

Seminars

302b Topics in Ancient History

Topic for 1995–96: Late Antiquity and Early Medieval Rome. Did Rome fall? This seminar focuses on the city of Rome from the third to the seventh century, a time of immense political, religious, social and topographical changes. The rise of Christianity altered the human and physical landscapes of the *urbs aeterna*, turning the city of Romulus into the city of Peter and Paul, while deep continuities bound the new Christian society to its pagan past. Previous knowledge of Roman or early medieval history required; otherwise by permission of the instructor. {H} 4 credits

Richard Lim

W 7:30–9:30 p.m.

[317a Topics in Chinese History]

To be offered in 1996–97. {H} 4 credits

Daniel Gardner

[320b Early European History to 1300]

Topic for 1996–97: Romanesque Christianity in Germanic Europe. Christian religious beliefs and practices in Europe between the approximate dates 750 and 1150. Aristocratic monasticism, vicarious religion, liturgical culture, ritual in Romanesque churches, blessing and cursing, dominance of Old Testament models, authority of St. Peter and of a mythic Rome, cults of saints and relics. Prerequisite: two 200-level courses in the area of medieval European history, art, literature, or religion. To be offered in 1996–97. {H} 4 credits

Lester Little

324b Topics in European History, 1300–1660

Topic for 1995–96: Recent Historiographical Debates over the Origins of the Modern State in Europe. {H} 4 credits

Joachim Stieber

T 3–4:50 p.m.

[327b Topics in British History]

To be offered in 1996–97. {H} 4 credits

Howard Nenner

340a Topics in Russian History

Topic for 1995–96: "Times of Trouble" in Russian and Soviet History, 17th–20th Centuries. {H}

4 credits

Joan Afferica

W 7:30–9:30 p.m.

346b Problems in European Intellectual History

Topic for 1995–96: Darwin and Darwinism. An in-depth examination of Charles Darwin and his theory of evolution in their social contexts. The politics of organic evolution in early 19th-century France and Britain; Genesis and geology in the 19th century; the *Beagle* voyage and British imperialism; the reception and interpretation of the *Origin of Species* in Britain, France, Germany and the United States; the relationship between Darwinism and Social Darwinism. {H} 4 credits

Michael Dettelbach

T 3–4:50 p.m.

[355b Topics in European Social History]

To be offered in 1996–97. {H/S} 4 credits

[361b Problems in the History of Spanish America and Brazil]

To be offered in 1996–97. {H} 4 credits

Ann Zulawski

LAS 301a Topics in Latin American Studies

Topic for 1995–96: Culture and Society in the Andes. 4 credits

Ann Zulawski

T 3–4:50 p.m.

[368a Topics in American Indian History]

[369b Topics in American Colonial History]

[370b The American Revolution]

372b Problems in American History

Topic for 1995–96: American Social Movements, 1900–Present: Leadership, Ideology and Politics. Historical, comparative and biographical approach to major social movements and their impact on American political culture, electoral politics and policymaking. Questions of leadership, ideas and movement culture will be central, but we will also inquire into issues of success and

failure, mobilization and counter-mobilization, external repression and internal divisions of race, class, gender and ideology. Discussion of some of the best scholarship and some primary materials in the first half of the course, and focus on research projects in the second half. Topics: Progressivism, feminism, labor movements, the KKK, 1930s protest movements, race and labor in the 1940s, the black freedom movement, welfare rights, "reactionary populism" in the 1970s and 1980s. **{H}** 4 credits

Thomas Jackson

T 3–4:50 p.m.

375a Problems in United States Intellectual History

Topic for 1995–96: Imagining the American Civil War. **{H}** 4 credits

R. Jackson Wilson

M W 2:40–3:40 p.m.

383a Research in U.S. Women's History: The Sophia Smith Collection

Topic for 1995–96: American Women in the 19th and 20th Centuries. **{H}** 4 credits

Helen Lefkowitz Horowitz

T 3–4:50 p.m.

404a Special Studies

By permission of the department, for qualified returning students. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Joan Afferica, Ernest Benz, Michael Dettelbach, Daniel Gardner, Helen Lefkowitz Horowitz, Thomas Jackson, Keith Lewinstein, Richard Lim, Howard Nenner, Joachim Stieber, Ann Zulawski.

The history major is comprised of 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: five semester courses at the 200 or 300 level, at least one of which is a Smith History Department seminar. Two of

these may be courses cross-listed in the History Department or historically-oriented courses in other disciplines. Historically-oriented courses in other disciplines must be approved by the student's adviser.

3. Additional courses: five 200- or 300-level courses, of which four must be in at least two fields distinct from the field of concentration. Two of these five may be cross-listed courses in the History Department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1600; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women's History), and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for four credits toward the major. If the examination is in American history and the student's field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Modern Europe; otherwise, the course it replaces must be one of the additional courses.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for Study Away: Joachim Stieber.

The Minor

Advisers: same as those listed for the major.

The minor is comprised of five semester courses; at least three of these courses must be related chronologically, geographically, methodologically or thematically. Students should consult their advisers.

Honors

Director: Keith Lewinstein.

431a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major is comprised of 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: four 200- or 300-level courses in the field of concentration, at least one of which is a Smith History Department seminar. Two of these may be courses cross-listed in the History Department or historically-oriented courses in other disciplines.
3. The thesis counting for two courses (eight credits).

4. One semester course in ancient history or a related course in ancient studies.
5. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the History Department.

Graduate

521a Problems in Early Modern History

{H} 4 credits

541a Problems in Modern European History

{H} 4 credits

571b Problems in American History

{H} 4 credits

580a Special Problems in Historical Study

Arranged individually with graduate students. {H} 4 credits

580b Special Problems in Historical Study

{H} 4 credits

590a Research and Thesis

4 credits

590b Research and Thesis

4 credits

590d Research and Thesis

8 credits

History of the Sciences

Advisers

Kathryn Pyne Addelson, Professor of Philosophy
 Lâle Aka Burk, Lecturer in Chemistry
 Michael Dettelbach, Assistant Professor of History
 George Fleck, Professor of Chemistry
 Nathanael Fortune, Assistant Professor of Physics
 Thomas Litwin, Adjunct Associate Professor of
 Biological Sciences

Douglas Lane Patey, Professor of English Language
 and Literature, *Director*

Marjorie Senechal, Professor of Mathematics
 Frances Volkmann, Professor of Psychology

Research Associate

Mary Mosher Flesher, Ph.D.

The Smith College program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts, and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

CHM 102b The Chemistry of Artists' Materials and Techniques

112b Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. **{H/N}** 4 credits

Douglas Patey (English)

M W F 11 a.m.—noon

ARC 211a Introduction to Archaeology

ANT 131b Perspectives on Human Behavior and Evolution

ANT 248a Medical Anthropology

[AST 215a History of Astronomy]

HST 244a The Scientific Revolution

The emergence of modern European natural science from roots in Aristotelian natural philosophy and its challengers. Topics include the role of magic and occult philosophies; the impact of the Protestant Reformation; Galileo and the Roman Inquisition; the role of artisans and mechanics; the role of medicine; the place of God in the natural philosophies of Descartes and Newton. **{H}** 4 credits

Michael Dettelbach

M W 2:40—4 p.m.

HST 346b Problems in European Intellectual History

Topic for 1995–96: Darwin and Darwinism.
 4 credits

Michael Dettelbach

T 3–4:50 p.m.

[MTH 350b Topics in the History of Mathematics]

PHI 224b Philosophy and History of Scientific Thought

[PPY 209b Philosophy and History of Psychology]

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.

International Relations

Advisers

Steven Goldstein, Professor of Government
 Peter N. Rowe, Professor of Government
 Joan Afferica, Professor of History

Elizabeth Hopkins, Professor of Anthropology
 Cynthia Taft Morris, Professor of Economics
 Gregory White, Assistant Professor of Government,
Director

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

Beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: GOV 241, *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:
 - [ANT 232 Politics in Non-Western Societies]
 - [ANT 236 Economic Anthropology]
 - [ANT 243 The Pursuit of Ecology: Gender, Knowledge, Culture]
 - [ANT 340 Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]
 - ANT 341 Seminar: Ritual, Ideology and Power
 - BIO 206 Conservation of Natural Resources
 - ECO 211 Economic Development
 - ECO 213 The World Food System
 - GOV 231 Government and Plural Societies

- GEO 109 The Environment
- GOV 233 Problems in Political Development
- GOV 243 International Law
- [GOV 251 Problems of International Security]
- GOV 341 Seminar in International Politics: National Security Policy After the Cold War

2. One course in international economics or finance:
 - ECO 205 International Trade and Commercial Policy
 - ECO 206 International Finance
 - [ECO 208 European Economic History]
 - ECO 209 Comparative Economic Systems
 - GOV 242 Politics of International Economic Relations
 - [GOV 352 Seminar: International Development Policy]
3. One course in contemporary American foreign policy:
 - GOV 244 Foreign Policy of the United States since 1898
 - [GOV 245 Foreign Policy of the U.S.]
 - [GOV 250 Case Studies in International Relations]
 - GOV 341 Seminar in International Politics: National Security Policy After the Cold War
 - GOV 342 Seminar: Studies in U.S. Foreign Policy
 - HST 273 Contemporary America: World War II to the Present

4. One course in modern European history or government with an international emphasis:

- ECO 311 Seminar: Miracle Economies? Economic Development in East Asia
 [GOV 221 The Politics of Western Europe]
 GOV 223 Government and Politics of the Soviet Union and Its Successor States
 GOV 323 Seminar in Comparative Government
 GOV 347 Seminar: The European Union in the Global Economy
 [HST 232 Revolutionary Europe, 1787–1815]
 HST 240 Tradition and Change in Russian and Soviet History, 1801–Present
 HST 245 Early Modern Europe, 1660–1830
 HST 247 The Rise and Collapse of the Russian and Soviet Empires
 HST 250 Europe in the 19th Century
 HST 251 Europe in the 20th Century

5. One course on the economy, politics, or society of a region other than the United States and Europe:

AFRICA

- ANT 231 Africa: A Continent in Crisis
 [ANT 232 Politics in Non-Western Societies]
 GOV 224 Governments and Politics of the Middle East and North Africa
 GOV 227 Government and Politics of Sub-Saharan Africa
 GOV 321 Power and Politics in Africa: The Female Factor
 GOV 345 South Africa in World Politics

ASIA

- [ANT 343 Seminar: Knowledge and Power: The Encounter between Western Science and India]
 GOV 228 Government and Politics of Japan
 GOV 230 Government and Politics of China
 GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
 GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
 [GOV 349 The Political Economy of the Newly Industrializing Countries of Asia]
 GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
 [HST 210 Modern India]

- HST 212 China in Transformation A.D. 700–1850
 [HST 213 Aspects of Chinese and Japanese History]
 [HST 214 Aspects of Chinese History: Religion in China]
 HST 218 Thought and Art in China
 [HST 317 Topics in Chinese History]
 REL 270 Religious History of India (at Amherst College)
 REL 272 Buddhist Thought

MIDDLE EAST

- ECO 214 Economics of the Middle East and North Africa
 GOV 224 Governments and Politics of the Middle East and North Africa
 [GOV 229 Government and Politics of Israel]
 [GOV 248 The Arab-Israeli Dispute]
 [HST 208 Islamic Civilization since the 15th Century]
 REL 275 Introduction to Islam

LATIN AMERICA

- [ANT 237 Native South Americans: Conquest and Development]
 [ECO 318 Seminar: Latin American Economics]
 GOV 226 Latin American Political Systems
 GOV 322 Seminar in Comparative Government: Mexican Politics From 1910–Present
 [GOV 324 Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
 [HST 261 National Latin America, 1821 to the Present]
 [HST 263 Continuity and Change in Spanish America and Brazil]
 [HST 361 Problems in the History of Spanish America and Brazil]
 LAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

Interterm Courses Offered for Credit

ARH 280j Museum Studies

BIO 370j Tropical Ecology of Belize

[ESS 175j Applied Exercise Science]

[ESS 905j Badminton]

ESS 952j Self-Defense II

[ESS 960j Squash (Beginning)]

**FRN 255j Speaking (Like the) French:
Conversing, Discussing, Debating, Arguing**

**GEO 235j Scanning Electron Microscopy and
Energy Dispersive X-Ray Microanalysis**

**GEO 270j Carbonate Systems and Coral
Reefs of the Bahamas**

[REL 215j Exploring the Holy Land]

A schedule of important dates and information applicable to January Interterm courses is issued by the registrar's office prior to pre-registration in the fall.

Italian Language and Literature

Professor

Alfonso Procaccini, Ph.D., *Chair*

Associate Professor

†Giovanna T. Bellesia, Ph.D.

Assistant Professors

*Anna Botta, Ph.D.

Robert Bufalini, Ph.D.

Lecturers

Vittoria Offredi Poletto, B.A.

Giancarlo Lombardi, M.A.

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should take Italian in the first two years. Courses in European history and in other literatures are also recommended.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

A. Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students. **{F}** 8 credits

First semester: *Alfonso Procaccini*, M W F 11 a.m.–12:10 p.m.; *Vittoria Poletto*, M W F 1:10–2:20 p.m.

Second semester: *Anna Botta*, M W F 11 a.m.–12:10 p.m.; *Vittoria Poletto*, M W F 1:10–2:20 p.m.

110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work are required.

Preference given to first- and second-year students. **{F}** 12 credits

First semester: *Robert Bufalini*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giancarlo Lombardi*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Second semester: *Robert Bufalini*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giancarlo Lombardi*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings. **{F}** 8 credits

First semester: *Robert Bufalini*, M W F 1:10–2:20 p.m.

Second semester: *Robert Bufalini*, M W F 1:10–2:20 p.m.

220a High Intermediate Italian

Reading of and comment on not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. English-Italian translation. Prerequisite: 110d, 120d, or permission of the department. **{F}** 4 credits

Giancarlo Lombardi, M W F 9–9:50 a.m. and one hour to be arranged

Vittoria Poletto, M W F 10–10:50 a.m., Th 4–4:50 p.m.

331b Advanced Italian

A continuation of 220a, with emphasis on development of style. Intensive oral and written work.

Prerequisite: 220a or permission of the department. {F} 4 credits

Giancarlo Lombardi, M W F 9–9:50 a.m., Th 4–4:50 p.m., and one hour to be arranged; *Vittoria Poletto*, M W F 10–10:50 a.m., Th 4–4:50 p.m., and one hour to be arranged

B. Literature

250a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. {L/F} 4 credits

Alfonso Procaccini

T Th 10:30–11:50 a.m.

251b Survey of Italian Literature

A continuation of 250a from the Renaissance to the present. Prerequisite 250a. {L/F} 4 credits

Anna Botta

T Th 10:30–11:50 a.m.

CLT 305a Studies in the Novel

Section B: The Postmodern Novel. 4 credits

Anna Botta

W F 1:10–2:30 p.m.

332d Dante: *Vita Nuova*, *Divina Commedia*

{L/F} 8 credits

Alfonso Procaccini

W 7:30–9:30 p.m. and one hour to be arranged

[334a Boccaccio and the Novella]

[338b Italian Literature of the 19th Century]

[342a Italian Cinema]

[343a Modern Italian Literature]

399a Senior Project

Designed to coordinate the work of the major and direct research for the long paper. 4 credits

Members of the Department

399b Senior Project

4 credits

Members of the Department

404a Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level. 4 credits

Members of the Department

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Advisers for Study Abroad: Anna Botta, Vittoria Offredi Poletto, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, nine semester courses, and a Senior Project (399a or 399b). The nine semester courses shall include 250a, 251b, 331b, and 332d; and four of the following: [334], [338], [342], [343], 404, CLT 305 (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

The Minor

Advisers: Members of the Department.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to ma-

jor in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Requirements: six semester courses including the following: 220a, 250a, 251b, and 331b. Choice of two from two different periods including: [334], [338], [342], [343], 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

Directors: Members of the Department.

430d Thesis
8 credits

431a Thesis
8 credits

Basis: 220a.

Requirements: nine semester courses in addition to the basis, as in the major, and a thesis written in both semesters of the senior year, with a final oral examination in Italian of the subject and the general area of the thesis.

Graduate

Adviser: Alfonso Procaccini.

550a Research and Thesis
4 credits

550b Research and Thesis
4 credits

550d Research and Thesis
8 credits

551a Advanced Studies
4 credits

551b Advanced Studies
4 credits

551d Advanced Studies
8 credits

Jewish Studies

Howard Adelman, Ph.D., Associate Professor and
Director of the Jewish Studies Program
David Patterson, Ph.D., Visiting Professor

Jewish Studies Advisory Committee

Martha A. Ackelsberg, Professor of Government
Ernest Benz, Assistant Professor of History
Bruce Theodore Dahlberg, Professor of Religion
and Biblical Literature

Donna Robinson Divine, Professor of Government,
Chair

Karl Paul Donfried, Professor of Religion and
Biblical Literature

†Lois Dubin, Assistant Professor of Religion and
Biblical Literature

Myron Peretz Glazer, Professor of Sociology

Daniel Horowitz, Professor of American Studies
and of History

™Peter Isaac Rose, Professor of Sociology

187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the shtetl, the United States and modern Israel will be read in English translation. {L/H} 4 credits

Howard Adelman

M W 11 a.m.–12:10 p.m.

200-Level Courses

Prerequisite: permission of the instructor required for first-year students.

[224b Women in Rabbinic Literature]

254a A Phoenix in Fetters: Modern Hebrew Literature in English

The dramatic resurgence of Hebrew literature in the past 150 years reflects the hopes and aspirations, the humiliations and defeats, and the life and death struggles against annihilation and for the rebirth of the Jewish people, first in Europe and then in Palestine/Israel. Because of the range and intensity of such experience, the literature possesses a vitality and sensitivity which exercise an

unusual appeal. As all the works are in English translation, no knowledge of Hebrew is required. (E) {L} 4 credits

David Patterson

M W 2:40–4 p.m.

285a Jews and World Civilization 30–1492

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish life in medieval Europe, including English, French, Italian, Byzantine, Portuguese and Spanish lands; relations with levels of Christian hierarchy from popes and kings to peasants; crusades, expulsions and inquisitions; Ashkenazic and Sephardic culture. {H} 4 credits

Howard Adelman

M W 1:10–2:30 p.m.

286b Jews and European Civilization 1492–1942

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, antisemitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism). {H} 4 credits

Howard Adelman

M W 1:10–2:30 p.m.

287b The Holocaust and History

Questions about the relationships between the Nazi era (1933–1945) and earlier Jewish and European history; the rise of the Nazis and antisemitism; origins of the “Final Solution” and Nazi ideology; the implementation of the Nazi program against the Jews and the treatment of other groups throughout Europe; Jewish leadership and resistance. The focus will be on conflicting interpretations, historiographic controversies and differing methodological approaches; students will be involved in individual research and class presentation. Prerequisite: a course in Jewish or European history or permission of the instructor. **(H)** 4 credits

Howard Adelman

M W F 11 a.m.–12:10 p.m.

300-Level Courses

Prerequisite: at least one 200-level course in Jewish studies, religion, or history; or permission of the instructor.

[REL 334b Colloquium: Jewish-Christian Relations]

[385a Jewish Autobiography]

387b Seminar: Women in Jewish History

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival and personal. Periods covered include Roman, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Offered in alternate years. **(H)** 4 credits

Howard Adelman

W 7:30–9:30 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Advisers: Howard Adelman and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English, Italian and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam have had a major impact on Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry, and Hebrew. A minor in Jewish studies serves to complement offerings in Hebrew Scripture, New Testament, or Christian theology; ancient, medieval, early modern, or modern history; archaeology, government, anthropology, women's studies, or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different

areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

BIBLE

- ARC 211a Introduction to Archaeology
- REL 210a Introduction to the Bible I: Old Testament
- REL 220b Introduction to the Bible II: New Testament
- REL 311b Seminar: Contemporary Issues in Biblical Interpretation

JEWISH HISTORY

- JUD 285a Jews and World Civilization, 30–1492
- JUD 286b Jews and European Civilization, 1492–1942
- JUD 387b Women in Jewish History

JEWISH LITERATURE

- JUD 187a The Jewish Heritage
- [JUD 224b Women in Rabbinic Literature]
- JUD 254a A Phoenix in Fetters: Modern Hebrew Literature
- [JUD 385a Jewish Autobiography]

JEWISH RELIGIOUS THOUGHT

- [REL 235a Jewish Spirituality: Philosophers and Mystics]
- REL 236b Jewish Thought in the Modern Period
- [REL 334b Jewish-Christian Relations]

HEBREW

- [REL 100d Classical Hebrew]
- [REL 285a Hebrew Religious Texts]
- [REL 382b Directed Readings in Religious Texts]

CONTEMPORARY JEWRY

- SOC 213b Ethnic Minorities in America
- GOV 224a Government and Politics of the Middle East and North Africa
- [GOV 229a Government and Politics of Israel]
- [GOV 248b The Arab-Israeli Dispute]
- JUD 287a The Holocaust and History
- [REL 110b Sec. F: Issues in Contemporary Judaism]

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the Director of the Jewish Studies Program.

Latin American Studies

Advisers and Members of the Latin American Studies Committee

Susan C. Bourque, Professor of Government
 Alice Rodrigues Clemente, Professor of Spanish and Portuguese and of Comparative Literature
 *Andrew Zimbalist, Professor of Economics
 Charles Mann Cutler, Jr., Associate Professor of Spanish and Portuguese
 Donald Joralemon, Associate Professor of Anthropology
 Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies,
Director

Nola Reinhardt, Associate Professor of Economics
 †Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese
 Ann Zulawski, Associate Professor of History and of Latin American Studies
 Velma García, Assistant Professor of Government
 Maria Estela Harretche, Assistant Professor of Spanish and Portuguese
 Angeles Placer, Assistant Professor of Spanish and Portuguese

100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as: perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. {S} 4 credits

Marina Kaplan

T Th 1–2:20 p.m.

301a Seminar: Topics in Latin American Studies

Topic for 1995–96: Culture and Society in the Andes. This seminar will examine Andean peoples' unique contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Class readings will examine some of the following subjects: Andean cosmology and principles of social and economic organization; social differentiation and gender ideologies under colonialism; capitalist expansion, migration and urbanization; *indigenismo* and the Left; *Sendero Luminoso* and popular movements based on gender and ethnicity. Permission of the instructor is required.

{S} 4 credits

Ann Zulawski

T 3–4:50 p.m.

HST 261b (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. {H} 4 credits

Ann Zulawski

T Th 10:30–11:50 a.m.

HST 263b (C) Continuity and Change in Spanish America and Brazil

Topic for 1995–96: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include: changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements

for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. {H} 4 credits

Ann Zulawski

T Th 3–4:50 p.m.

POR 210b Literature and Culture in the Portuguese-Speaking World

Cultural and racial identity and national/regional consciousness in modern Brazilian literature, film and music. Authors such as Machado de Assis, Euclides da Cunha, Mário de Andrade, Jorge Amado, Darcy Ribeiro, Clarice Lispector; Cinema Novo directors include Nelson Pereira dos Santos, Glauber Rocha, Carlos Diegeus and Susana Amaral; composer-singers such as Joao Gilberto, Jobim, Gilberto Gil, Jorge Bem, Milton Nascimento. Musical styles cover Bossa Nova, Samba, Capoeira, Afoxé, Forró. Conducted in English. {L/A} 4 credits

Charles Cutler

M W F 10–10:50 a.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses on Latin American literature and selections from courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, economics, history, literature and government.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America:

María Estela Harretche.

Adviser for Study Abroad in Brazil: Charles Cutler.

Five-year option with Georgetown University:

students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b

Requirements:

1. Two courses in Spanish American literature—usually SLL 260a and SLL 261b. Advanced language students may replace one of these with a topics course, such as SLL 370a or SLL 371b. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1995–96:

ANTHROPOLOGY

344b Seminar: Topics in Medical Anthropology
Topic for 1995–96: Healers in Cultural Perspective

ART

ARH 304a Arts of Africa, Oceania and the Americas. Topic for 1995–96: Scenes of Sacrifice

ECONOMICS

211a Economic Development
318b Seminar: Latin American Economics

GOVERNMENT

- 233b Problems in Political Development
- 307b Seminar in American Government: Topic for 1995–96: Latinos and Politics in the U.S.
- 322a Seminar in Comparative Government: Topic for 1995–96: Mexican Politics from 1910 to the Present

HISTORY

- 260a Colonial Latin America, 1492–1821
- 261b National Latin America, 1821 to the Present
- 263b Continuity and Change in Spanish America and Brazil

SPANISH AND PORTUGUESE

- POR 210b Literature and Culture in the Portuguese-Speaking World: Cultural and Racial Identity and National/Regional Consciousness in Modern Brazilian Literature, Film and Music (in English)
- POR 220a Literary Currents in the Portuguese-Speaking World: Brazil, Portugal and Lusophone Africa (in Portuguese)
- SLL 260a Survey of Latin American Literature I
- SLL 261b Survey of Latin American Literature II
- SLL 370b Literary Genres in Spanish America Topic for 1995–96: Latin American 20th Century Poetry
- SLL 371b Spanish American Literature Within a Regional Context. Topic for 1995–96: Literature of Argentina and Uruguay, 19th and 20th Centuries

Honors

Director: Velma García.

430d Thesis
8 credits

431a Thesis
8 credits

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

The Minor

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include HST 260, HST 261, and SLL 260a or SLL 261b, and at least one course at the 300 level.

Logic

Co-Directors and Advisers

“James Henle, Professor of Mathematics
†Thomas Tymoczko, Professor of Philosophy

Merrie Bergmann, Associate Professor of
Computer Science

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. {M} 4 credits

James Henle

Lec. M W 11 a.m.–12:10 p.m.; dis. F 11 a.m.–12:10 p.m.

[101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

[PHI 202b Symbolic Logic]

404a Special Studies
4 credits

404b Special Studies
4 credits

The Minor

Five courses will be required:

LOG 100a	Valid and Invalid Reasoning <i>or</i>
[PHI 202b	Symbolic Logic]
[MTH 217b	Mathematical Structures]
[PHI 220a	Logic and the Undecidable]

Plus two of the following:

CSC 111a or b	Computer Science I
CSC 250a	Foundations of Computer Science
MTH 153a or b	Introduction to Discrete Mathematics
MTH 224b	Topics in Geometry
MTH 233a	An Introduction to Modern Algebra
MTH 238b	Topics in Number Theory
[MTH 350b	Topics in the History of Mathematics]
PHI 224b	Philosophy and History of Scientific Thought
PHI 236a	Linguistic Structures
PHI 262b	Meaning and Truth
PHI 310a	Recent and Contemporary Philosophy
[PHI 322b	Topics in Advanced Logic]
LOG 404a,b	Special Studies in Logic

Students with sufficient background may be excused from LOG 100a and PHI 202b.

Marine Sciences

Advisers

H. Allen Curran, Professor of Geology, *Co-Director*

*Paulette Peckol, Associate Professor of Biological Sciences, *Co-Director*

John Burk, Professor of Biological Sciences
Mary Laprade, Lecturer in Biological Sciences
Peter Rowe, Professor of Government
Brian White, Professor of Geology

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows:

GEO 108b Oceanography; BIO 264a Marine Ecology (BIO 265a must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

GEOLOGY

231a	Invertebrate Paleontology and Paleocology
232a	Sedimentology
270j	Carbonate Systems and Coral Reefs of the Bahamas
311a	Environmental Geophysics
334b	Carbonate Sedimentology
404	Special Studies (a or b)

BIOLOGICAL SCIENCES

242a	Invertebrate Zoology and required Concurrent Laboratory 243a
260a	Principles of Ecology and optional Concurrent Laboratory 261a
[338b]	Morphology of Algae and Fungi and required Concurrent Laboratory 339b]
350b	Biogeography
356a	Plant Ecology and required Concurrent Laboratory 357a
[364b]	Topics in Environmental Biology]
370j	Tropical Ecology of Belize
400	Special Studies (a or b)

SOCIAL SCIENCES

ECO 224b	Environmental Economics
GOV 243a	International Law
GOV 404	Special Studies (a or b)
[PPL 303b]	Public Policy for Marine and Coastal Resources]

Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Biology 524s:	Coastal Plant Ecology
Geology 591f:	Marine Micropaleontology
Res EC 474s:	Marine Resources Economics
Geography 391As:	Coastal Resource Policy

Off-Campus Course Possibilities

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies.

Mathematics

Professors

Marjorie Lee Senechal, Ph.D.
 James Joseph Callahan, Ph.D., *Chair*
 Michael O. Albertson, Ph.D.
 David Warren Cohen, Ph.D.
 *Phyllis Joan Cassidy, Ph.D.
 **James M. Henle, Ph.D.

Associate Professors

Patricia L. Sipe, Ph.D.
 Katherine Taylor Halvorsen, D.Sc.

Assistant Professors

Ruth Haas, Ph.D.
 Pau Atela, Ph.D.
 Sandra Rhoades, Ph.D.

Lecturer

Mary Murphy, M.A.T.

A student with three or four years of high school algebra (the final year may be called analysis, pre-calculus, trigonometry, functions, or AP mathematics) but no calculus should enroll in Calculus I (111) or Intensive Calculus with Discrete Mathematics (125—open by permission of the instructor only). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Calculus: Effective Computation and Power Series (114) in her first year. If a student has a year of BC calculus, she may omit Calculus: Effective Computation and Power Series.

A student with two years of high school algebra should enroll in Precalculus (102). This course provides a solid basis for calculus and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Elementary Functions (101).

Statistical Thinking (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive four credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive eight credits, providing she does not take 111, 112, or 114 for credit. She can re-

ceive credit for at most one of these examinations.

Students who are considering a major or minor in mathematics are encouraged to talk to a member of the department about the courses, goals and schedules.

For further information about the mathematics program, consult *A Guide for Majors and Minors in Mathematics* (available from department members).

101d Algebra and Elementary Functions

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem-solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic and trigonometric functions. Enrollment limited. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b. **{M}** 8 credits

Mary Murphy

M W F 1:10–2:30 p.m.; lab to be arranged

102a Pre-Calculus Mathematics

Functions, graphs, mathematical models, optimization, trigonometry, algebra. For students who need additional preparation before taking calculus. **{M}** 4 credits

Mary Murphy

M W F 8–8:50 a.m.; M W F 9–9:50 a.m.; lab M 2:40–4 p.m. or T 3–4:30 p.m.

102b Pre-Calculus Mathematics

A repetition of 102a. **{M}** 4 credits

Phyllis Cassidy

M W F 9–9:50 a.m., lab Th 8–8:50 a.m.

105b Discovering Mathematics

This course provides a place where intuition and creativity play as large a role as reasoning and analytic skills in the exploration of mathematics.

We will use hands-on activities and other means to reveal interesting mathematical structures present in the world. Examples arise in Escher drawings, crystals, English change-ringing, codes, molecular structures, Rubik's cube and quantum mechanics. These mathematical structures (called groups) will be explored both in their own right and as they relate to the world. Students from all disciplines are welcome. There are no prerequisites.

{M} 4 credits

Sandra Rhoades

T Th 9–10:20 a.m.; T Th 10:30–11:50 a.m.

107a Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. **{M}** 4 credits

Katherine Halvorsen

T Th 1–2:50 p.m.

111a Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor.

{M} 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 10–10:50 a.m., Th 4–4:50 p.m.; M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.

111b Calculus I

A repetition of 111a. **{M}** 4 credits

Members of the Department

M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

112a Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent. **{M}** 4 credits

James Callaban

M W F 10–10:50 a.m., Th 4–4:50 p.m.

112b Calculus II

A repetition of 112a. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 10–10:50 a.m., Th 4–4:50 p.m.; T Th 9–10:20 a.m.

114a Calculus: Effective Computation and Power Series

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

114b Calculus: Effective Computation and Power Series

A repetition of 114a. **{M}** 4 credits

Ruth Haas

T Th 10:30–11:50 a.m.

125d Intensive Calculus with Discrete Mathematics

An introduction to discrete and continuous mathematical modeling, including calculus, combinatorics, algorithms, computation and numerical methods. The scientific context will be emphasized, and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion, differentiation, integration, discrete and continuous dynamical systems, mathematical induction and infinite series. Coursework will be concentrated during the fall. Credits are apportioned 8 for the first semester and 4 for the second semester. Consequently, students are advised to take only two additional courses during the first semester, but three during the second semester. Enrollment limited to 25. Permission of the instructor required. **{M}** 12 credits
James Henle (Fall), David Cohen (Spring)
 Fall: M W F 10–10:50 a.m., T Th 1–2:50 p.m., W 7:30–9:30 p.m.
 Spring: M W F 10–10:50 a.m., W 7:30–9:30 p.m.

153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits
Michael Albertson
 M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

153b Introduction to Discrete Mathematics

A repetition of 153a. **{M}** 4 credits
Marjorie Senechal
 M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

211a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested. **{M}** 4 credits
Ruth Haas
 M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.

211b Linear Algebra

A repetition of 211a. **{M}** 4 credits
Pau Atela
 M W F 1:10–2:30 p.m.

212a Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112a or b and 211a or b. 211 may be taken concurrently. **{M}** 4 credits
David Cohen
 M W F 10–10:50 a.m., Th 4–4:50 p.m.

212b Calculus III

A repetition of 212a. **{M}** 4 credits
Patricia Sipe
 T Th 1–2:50 p.m.

[217b Mathematical Structures]

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. Offered in alternate years. **{M}** 4 credits

[PHI 202b Symbolic Logic]

[PHI 220a Logic and the Undecidable]

[PHY 211b Mathematical Methods of Physical Sciences and Engineering II]

222b Differential Equations

Theory and applications of ordinary differential equations. Prerequisites: 211a or b, and 212a or b; 212 may be taken concurrently. **{M}** 4 credits
Pau Atela
 M W F 11 a.m.–12:10 p.m.

224b Topics in Geometry

Topic for 1995–96: Tilings. Tilings have been used for both decorative and practical purposes by human beings since ancient times, as paved floors and decorated walls witness. The basic question, “Which shapes fit together and in what ways?” is fundamentally a geometrical one. This is the cen-

tral question of the course, which will cover the elements of tiling theory, the relation between local and global properties, the extension theorem, symmetry and periodic tilings, and an introduction to aperiodic tilings. Prerequisites: 211a or b and 212a or b. **{M}** 4 credits

Marjorie Senechal

M W F 10–10:50 a.m.

225b Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. **{M}** 4 credits

Patricia Sipe

T Th 10:30–11:50 a.m.

233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 112a or b or the equivalent, and 211a or b, or permission of the instructor.

{M} 4 credits

Sandra Rboades

M W F 11–12:10 p.m.

238b Topics in Number Theory

Topic for 1995–96: The integers, prime numbers, congruences, Diophantine problems, arithmetical functions. Applications will be drawn from computing, cryptography and coding theory. Prerequisite: 153a or b, 211a or b, or permission of the instructor. **{M}** 4 credits

Michael Albertson

T Th 9–10:20 a.m.

243a Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. **{M}** 4 credits

David Cohen

M W F 2:40–4 p.m.

245a Introduction to Probability and Statistics

An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: 111a or b, or 153 a or b, or one year of high school calculus or permission of the instructor. Lab sections limited to 15.

{M} 4 credits

Katherine Halvorsen, Stephen Tilley (Biological Sciences)

M W F 1:10–2:30 p.m.; both labs M 2:40–4 p.m.

246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: 153a or b and 212a or b, or permission of the instructor.

{M} 4 credits

Ruth Haas

M W F 9–9:50 a.m.

247b Statistics: Introduction to Regression Analysis

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107a, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b. **{M}** 4 credits

Katherine Halvorsen

M W F 9–9:50 a.m., Th 8–8:50 a.m.

CSC 250a Foundations of Computer Science

253b Combinatorics and Graph Theory

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective

planes, block designs, coding theory. Prerequisites: 211a or b, 153a or b, or permission of the instructor. **{M}** 4 credits

Michael Albertson

T Th 1–2:50 p.m.

[264a Topics in Applied Mathematics]

[270b Introduction to Numerical Methods]

[307a Topics in Mathematics Education]

Prerequisite: 112a or b, 153a or b, or permission of the instructor. **{M}** 4 credits

325a Complex Analysis

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the instructor. **{M}** 4 credits

Patricia Sipe

M W 1:10–2:30 p.m.

333b Topics in Abstract Algebra

Topic for 1995–96: To be announced. Prerequisite: 233a. **{M}** 4 credits

Phyllis Cassidy

M W 1:10–2:30 p.m.

342a Topics in Topology and Geometry

Prerequisites: 243a or permission of the instructor. 4 credits

Alan Dufree (Mount Holyoke)

T Th 1–2:50 p.m. at Mount Holyoke

343b Topics in Mathematical Analysis

Topic for 1995–96: Introduction to Hilbert space and quantum logic. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits

David Cohen

M W 2:40–4 p.m.

346b Seminar: Mathematical Statistics

Prerequisites: 212 and 246. **{M}** 4 credits

George Cobb (Mount Holyoke)

T Th 1–2:50 p.m. at Mount Holyoke

[350b Topics in the History of Mathematics]

[353a Advanced Topics in Discrete Applied Mathematics]

364a Advanced Topics in Continuous Applied Mathematics

Prerequisites: 211a or b, 212. **{M}** 4 credits

Pau Atela

M W F 2:40–4 p.m.

404a Special Studies

By permission of the department, for majors who have had at least four semester courses at the intermediate level. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, Phyllis Cassidy, David Cohen, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe.

Adviser for Study Abroad: David Cohen.

Requirements for the major: 10 semester courses, including 153a or b, 211a or b and 212a or b. All courses must come from the intermediate (200) level or above, except that two courses may be counted from 112a or b, 114a or b, 153a or b. At least one course must be at the 300 level; however, neither 307 nor 404 satisfies this requirement. Only Smith College courses (which may meet at Smith or Mount Holyoke) satisfy the 300-level requirement. One or two of the required courses may be replaced by twice as many courses from the following courses: AST 337b, 351a, 352b; CHM 331a, 332b; CSC [240a], [252b], 274b, [390b]; PHY 214b, 220a, 222a, [322b], 340b. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

Note that 10 semester courses at Smith College normally total 40 credits. A student transferring credits from other institutions must have 10 courses totaling at least 38 credits and have her program approved by her adviser.

The Minor

Adviser: Patricia Sipe.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above. Normally, all courses that are counted toward these requirements must be taken for a letter grade.

APPLIED MATHEMATICS MINOR

153, 212, 222, 225, 233, 245, 246, 247, 253, 264, 270, 325, 346, 353, 364, [PHY 211].

DISCRETE MATHEMATICS MINOR

153, 270, [PHI 220], 233, 238, CSC 250, 253, 333, 353.

ALGEBRA-ANALYSIS-GEOMETRY MINOR

153, 212, 217, [PHI 220], 224, 233, 238, 245, 325, 333, 342, 343.

STATISTICS MINOR

212, 245, 246, 247, 346.

Some courses, including topics courses and special studies, might fall into different groups in different years depending on the material covered.

Honors

Director: Patricia Sipe.

430d Thesis

3 credits

431a Thesis

3 credits

432d Thesis

12 credits

Requirements: In addition to the credits required for the major, students must take 431a or 432d (or either eight or 12 credits) in the senior year.

Directed reading, exposition, and a thesis. The topic of specialization should be chosen in consul-

tation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

Graduate

580a Special Studies in Topology and Analysis

4 credits

580b Special Studies in Topology and Analysis

4 credits

581a Special Studies in Modern Geometry

4 credits

581b Special Studies in Modern Geometry

4 credits

582a Special Studies in Algebra

4 credits

Medieval Studies

Advisers and Members of the Medieval Studies Council

Eglal Doss-Quinby, Associate Professor of French Language and Literature, *Director*

Nancy Mason Bradbury, Assistant Professor of English Language and Literature
Brigitte Buettner, Assistant Professor of Art

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals. Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis: Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for credit in the major); FRN 253a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b are taken, four credits may be counted toward the basis.

Latin Requirement: All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 214b) or a course in Virgil (Latin 213b) or Ovid (Latin 216b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:

1. A total of eight semester courses, excluding the basis and the Latin requirement.
2. Six courses at the 200 level or above, as follows: 1) medieval history (four credits); 2) medieval religion (four credits); 3) one course (four credits) in either medieval art or music; 4) two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement; and 5) one other course (four credits). These six 200-level courses are to be chosen from the list of approved courses below.
3. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the first four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in

the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

The Minor

Required Courses: Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Latin Requirement: The Latin requirement for the minor is the same as for the major.

Approved courses for 1995–96 are as follows:

ART

- [221a Early Medieval Art]
- [222b Romanesque Art]
- 224b Gothic Art

COMPARATIVE LITERATURE

- 279a Women Writers of the Middle Ages
- 322b Words and Music in Medieval Lyric

ENGLISH

- [214a Old English]
- [215b *Beowulf*]
- 216a Chaucer
- 216b Chaucer

FRENCH

- 253a/b Medieval and Renaissance French
- 310b Medieval Literature

HISTORY

- 207a Islamic Civilization to the 15th Century
- [219a Europe in the Age of Migration, 300–1050]
- 220b Europe in the Age of the Commercial Revolution, 1050–1300
- [221b Social History of European Monasticism]
- 222a Early English History
- 223a Europe from 1300–1530 and the Civilization of the Renaissance in Italy
- [291a Topics in Comparative History: The Plague of Justinian and the Black Death]
- 302b Topics in Ancient History: Late Antique and Early Medieval Rome
- [320b Early European History to 1300. Topic for 1996–97: Romanesque Christianity in Germanic Europe]
- 324b Topics in European History, 1300–1660. Topic for 1995–96: Recent Historiographical Debates over the Origins of the Western State in Europe

INTERDEPARTMENTAL

- [IDP 326b Patronage of Music in Renaissance and Early Modern Europe]

ITALIAN

- 250a Survey of Italian Literature
- 332d Dante: *Vita Nuova*, *Divina Commedia*
- [334a Boccaccio and the Novella]

JEWISH STUDIES

- [224b Women in Rabbinic Literature]
- 285a Jews and World Civilization 30–1492
- 387b Women in Jewish History

LATIN

- 213b Virgil, *Aeneid*
- [214b Medieval Latin]
- [216b Poetry of Ovid]

MUSIC

- 200a An Historical Survey of Music
- [302a Music in the Middle Ages]
- 503b Seminar in Medieval Music

RELIGION AND BIBLICAL LITERATURE

- 230a Western Christian Thought and Practice (30–1100)
- [231b Eastern Christian Thought and Practice]
- 232b Western Christian Thought and Practice (1100–1800)
- [235a Jewish Spirituality: Philosophers and Mystics]
- 275a The Islamic Tradition
- [334b Jewish-Christian Relations]

SPANISH AND PORTUGUESE

- 250a Literary Currents in Spain I
- 251b Literary Currents in Spain II
- 330b The Epic Tradition: Poems, Chronicles and Ballads
- [331a The Structure of the Spanish Middle Ages in Literature]
- [332a *El Libro de Buen Amor* and *La Celestina*]

404a Special Studies

Admission by permission of the instructor and the Medieval Studies Council. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Honors

431a Thesis

Admission by permission of the Medieval Studies Council. 8 credits

Requirements: the same as those for the major, except that the thesis (eight credits), which is to be written during the first semester of the senior year, shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis and a written examination on the area of concentration within the major.

Music

Professors

Philipp Otto Naegele, Ph.D., *Chair*
 William Petrie Wittig, Mus.M.
 Ronald Christopher Perera, A.M.
 Peter Anthony Bloom, Ph.D.
 Donald Franklin Wheelock, M.Mus.
 John Porter Sessions, Mus.M.
 *Richard Jonathan Sherr, Ph.D.
 Monica Jakuc, M.S.
 Ruth Ames Solie, Ph.D.
 *Kenneth Edward Fearn, Mus.M.

Associate Professors

Karen Smith Emerson, M.M.
 Janet Lyman Hill, M.A.
 Jane Bryden, M.M.
 Raphael Atlas, Ph.D.
 John Van Buskirk, M.M.

Assistant Professors

Grant Russell Moss, D.M.A.
 Margaret Sarkissian, Ph.D.

Hamburg Exchange Lecturer

Annette Kreutziger-Herr

Lecturers

Paul Flight, M.M.
 Amelita Grace Cajiuat
 *Susanne Dunlap, M.Phil.

Teaching Fellows

Patricia James
 Alicia Mathewson

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

Introductory Courses

100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

A. Fundamentals of Music

An introduction to the rudiments of music. Stu-

dents will explore principles of musical organization basic to Western and selected non-Western traditions. {A}

Raphael Atlas, M W F 11 a.m.–12:10 p.m.;
Susanne Dunlap, T Th 9–10:20 a.m.

B. Music, the Visual Arts and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television. {A}

William Wittig

T 1–2:50 p.m., Th 1–1:50 p.m.

C. Contemplating Opera

An introduction to opera through a close examination of selected masterpieces. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Don Giovanni*, *Otello*, *Madam Butterfly*, *Porgy and Bess*, *Treemonisha*, *The Yellow Wallpaper*. The

work of the course will include viewing operas on videotape. **{A}**

Richard Sherr

M W F 10–10:50 a.m.

D. The Art of Listening

An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. **{A}**

Ruth Solie

M W F 10–10:50 a.m.

[E. Music and Cross-Cultural Contact]

F. Childhood in Music

How is childhood portrayed in music? What role do children play in opera? What happens when children are composers themselves? This course will explore these and other questions regarding the idea of childhood, in this century and in the past, with reference to child prodigies such as Mozart and Mendelssohn and to music by (among others) Schumann ("Scenes from Childhood"), Bizet ("Children's Games") and Debussy ("Children's Corner"). **{E}** **{A}**

Annette Kreutziger-Herr

T Th 10:30–11:50 a.m.

100b Colloquia

4 credits

A. Fundamentals of Music

A repetition of 100a (A). **{A}**

Ruth Solie

T Th 9–10:20 a.m.

B. Music, the Visual Arts and the Media

A repetition of 100a (B). **{A}**

William Wittig

T 1–2:50 p.m., Th 1–1:50 p.m.

[C. Women Composing]

[D. Music and Gender in Cross-Cultural Perspective]

E. Words and Music

An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests. **{A}**

Donald Wheelock

T Th 1–2:50 p.m.

F. Music in France in the Good Old Days

Music in France (by Bizet, Massenet, Wagner, Debussy and others) in the period from the 1870s to the First World War—the so-called *belle époque* or "good old days"—when the stock of native musicians witnessed a dramatic rise on the French aesthetic market. Video and audio recordings; selected readings. To improve their ability to think and to *write* about music, students will prepare a series of one-page papers as the bases of discussions of such issues as "Frenchness," "avant-garde," "charme" and the relationship of operatic settings to literary sources. **{A}**

Peter Bloom

T 3–4:50 p.m., Th 3–3:50 p.m.

[G. Choral Music]

101a Introduction to World Music

A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on interrelationships between music and society. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. **{A}**

4 credits

Margaret Sarkissian

M W F 9–9:50 a.m.

102b Classical and Popular Music in the 20th Century

An introduction to music designed specifically for those with no previous training, with special emphasis on African-American tradition, ballet and musical theatre. Restricted to juniors and seniors. Enrollment limited to 40. **{A}** 4 credits

William Wittig

T Th 10:30–11:50 a.m.

103a Sight-Singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. **{A}** 1 credit

Paul Flight

T Th 1–2:50 p.m.

103b Sight-Singing

A repetition of 103a. **{A}** 1 credit

Paul Flight

T Th 1–2:50 p.m.

[PHY 107b Musical Sound]**110a Analysis and Repertory**

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **{A}** 4 credits

Ronald Perera, M W F 10–10:50 a.m.; *Donald Wheelock*, M W F 1:10–2:30 p.m.

111b Analysis and Repertory

A continuation of 110a. Prerequisite: 110a or permission of the instructor. **{A}** 4 credits

Ruth Solie

M W F 1:10–2:30 p.m.

Intermediate and Advanced Courses

200a An Historical Survey of Music

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **{A}** 4 credits

Margaret Sarkissian

M W 1:10–2:30 p.m.

201b An Historical Survey of Music

A continuation of 200a. Western music from the mid-18th century to the 20th century. Open to

students who have had previous musical experience or who have obtained permission of the instructor. **{A}** 4 credits

Peter Bloom

T Th 9–10:20 a.m.

210b Advanced Tonal Analysis

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor. **{A}** 4 credits

Raphael Atlas

T Th 1–2:50 p.m.

[211b Tonal Counterpoint]

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor. To be offered in 1996–97. **{A}** 4 credits

212a Analysis and Repertory: 20th Century

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111b or permission of the instructor. Offered in alternate years.

{A} 4 credits

Raphael Atlas

T Th 10:30–11:50 a.m.

220b Area Studies in Ethnomusicology

Topic for 1995–96: East Asia. This course focuses on the musical cultures of China, Japan and Korea. Topics covered will include court music, solo instrumental and ensemble music, folk genres, theatrical traditions and popular music. While no knowledge of Western music theory is required, students will study some local forms of notation and engage in a small amount of non-Western musical analysis. Prerequisite: 101 or permission of the instructor. **{S/A}** 4 credits

Margaret Sarkissian

T Th 10:30–11:50 a.m.

223b Topics in Performance

Topic for 1995–96: The Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Admission by permis-

sion of the instructor. {A} 4 credits

Kenneth Fearn

T 1–2:50 p.m., half hour to be arranged

233a Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor. {A} 4 credits

Donald Wheelock

M W F 11 a.m.–12:10 p.m.

233b Composition

A continuation of 233a. Prerequisite: 233a or permission of the instructor. {A} 4 credits

Donald Wheelock

M W F 11 a.m.–12:10 p.m.

241a English and Italian Diction for Singers

Prerequisite: voice or permission of the instructor. {A} 1 credit

Karen Smith Emerson

T 3–4:50 p.m.

241b German and French Diction for Singers

Prerequisite: voice or permission of the instructor. {A} 1 credit

Karen Smith Emerson

To be arranged

[251b The History of the Opera]

[302a Music in the Middle Ages]

305a Music of the High Baroque

Bach, Handel and their contemporaries. Prerequisite: 200a or permission of the instructor. {A} 4 credits

Richard Sherr

M W 2:40–4 p.m.

306a Mozart

A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201b or permission of the instructor. {A} 4 credits

Peter Bloom

M W 1:10–2:30 p.m.

[307a Beethoven]

308a Music in the 19th Century

Music and Text in the Romantic Era. How have composers interpreted literary texts? What kinds of “readings” are musical compositions? This course will treat selected musical works and their literary sources, with particular attention to those that derive from Goethe’s *Faust* (song, choral, operatic and symphonic compositions by Schubert, Berlioz, Liszt, Gounod, Mahler and others) and to monumental works based on the text of the Requiem Mass (by Berlioz, Verdi and Brahms). Prerequisite: a course in music history or permission of the instructor. {A} 4 credits

Peter Bloom and Annette Kreutziger-Herr

T Th 9–10:20 a.m.

310b Contemporary Music

Schoenberg and the New Music. Prerequisite: 210. {A} 4 credits

John Sessions

W 7:30–9:30 p.m.

[EDC 316b The Teaching of Music]

CLT 322b Words and Music in Medieval Lyric

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin, Alfonso X of Castile. Special attention will be given to relationships between texts and their musical settings in such genres as the Provençal *canço* and the Galician-Portuguese *cantiga*. A reading knowledge of music or of French, Spanish or Portuguese, while helpful, is not required. Offered in alternate years. {L/A}

Paul Evans and Alice Clemente (Spanish and Portuguese)

T Th 3–4:50 p.m.

[325b Writing About Music]

331a Topics in Theory

Topic for 1995–96: Music As Code. How is it that music can represent actions, images, characters, even names? How can music construct gender? The course will explore some general conventions by which composers have attached explicit meanings of various kinds to their music. Pieces from

the 16th century to the present will be studied, both texted and not, including some popular music of this century. Among other things, the course will also address how these conventions interact with other aspects of (chiefly large-scale) musical organization. Prerequisite: 111b. {A} 4 credits

Raphael Atlas

T Th 1–2:50 p.m.

340a Seminar in Composition

Recommended background: a year of composition study. Admission by permission of the instructor.

{A} 4 credits

Ronald Perera

To be arranged

341b Seminar in Composition

Recommended background: a year of composition. Admission by permission of the instructor.

{A} 4 credits

Donald Wheelock

To be arranged

345b Electro-Acoustic Music

Introduction to *musique concrète*, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. {A} 4 credits

Ronald Perera

T 3–3:50 p.m., Th 3–4:50 p.m.

404a Special Studies

In the history of music, or in the theory or analysis of music. By permission of the department, for juniors and seniors. 4 credits

404b Special Studies

4 credits

Adviser: Peter Bloom.

[502d Proseminar in Music History]

503a Seminar in Medieval Music

{A} 4 credits

Richard Sherr

Th 3–4 p.m.

[506a Seminar in Renaissance Music]

[507b Seminar in Baroque Music]

509b Seminar in Music of the Romantic Era

{A} 4 credits

Peter Bloom

To be arranged

510a Seminar in Contemporary Music

Webern and His Successors. {A} 4 credits

John Sessions

W 7:30–9:30 p.m.

[511b Seminar in the History of Music Theory]

580a Special Studies

4 credits

580b Special Studies

4 credits

580d Special Studies

8 credits

590a Research and Thesis

4 credits

590b Research and Thesis

4 credits

590d Research and Thesis

8 credits

Graduate Courses

Requirements for the master of arts degree in music are listed on page 57 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Performance Courses

Admission to performance courses, with the exception of conducting, is determined by audition. To the extent that places in performance courses

are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Music 100a or 101b, Fundamentals of Music, or 110a and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

Stringed Instruments, Wind Instruments: Candidates for these courses are expected to play a piece of their own choice.

Voice: Candidates for voice are expected to perform a song for solo voice.

Piano: Candidates for piano are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

Organ: Courses in organ are not normally open to first-year students, but a candidate who demonstrates proficiency in piano may receive permission to register for organ in the first year.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

914d	First year of performance, four credits for the year
924d	Second year of performance, four credits for the year
928d	Second year of performance, eight credits for the year
934d	Third year of performance, four credits for the year
938d	Third year of performance, eight credits for the year
944d	Fourth year of performance, four credits for the year
948d	Fourth year of performance, eight credits for the year

- A Piano
- B Organ
- C Harpsichord
- D Voice
- E Violin
- F Viola

G Violoncello
H Double Bass
I Viola da Gamba
J Flute
K Recorder
L Oboe
M Clarinet
N Bassoon
O French Horn
P Trumpet
Q Trombone
R Tuba
S Percussion
T Guitar
U Lute
V Harp
W Other Instruments

Piano. *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

Organ. Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

Harpichord. Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

Voice. *Karen Smith Emerson, Jane Bryden, Jamée Ard.*

Violin. *Philipp Naegele, Janet Hill.*

Viola. *Janet Hill.*

Violoncello. *John Sessions.*

Double bass. (UMass).

Viola da Gamba. *Alice Robbins.*

Wind Instruments. *William Wittig*, flute; *Lynn Sussman*, clarinet; (UMass), bassoon; *Emily Samuels*, recorder.

Brass Instruments. (UMass).

Percussion. (UMass).

Guitar. *Phillip de Fremery* (Mount Holyoke).

Lute. *Robert Castellano.*

Other Instruments.

901a Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. 1 credit

Philipp Naegele, Janet Hill; winds to be announced

901b Chamber Music Ensemble

A repetition of 901a. May be repeated for credit. Permission of the instructor required. 1 credit

[903a Conducting]

[904b Conducting]

974a Topics in Piano

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study, and will integrate performance with readings, listening and written work. Permission of the instructor required. Enrollment limited to eight. 4 credits
Monica Jakuc

T 3–4:50 p.m., plus six hours of private or semi-private instruction per semester.

[984b Topics in Piano]

DAN 249b The Mindful Body: Resources for Performing and Visual Artists

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: one year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. 2 credits

Susan Waltner, Monica Jakuc (Music)

To be arranged

Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits and section letters:

954d	First year of performance, four credits for the year
958d	First year of performance, eight credits for the year
964d	Second year of performance, four credits for the year
968d	Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

Piano
Organ
Harpsichord
Voice
Violin
Viola
Violoncello
Viola da Gamba
Wind Instruments
Other Instruments

Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.

Philipp Naegele, Director

Smith College Student Orchestra

One concert each semester. Open by audition to Smith students and to students at the other four colleges. Rehearsals on Tuesdays and some Thursdays.

Paul Flight, Director

Choral Ensembles

Glee Club: open to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students.

College Choir Alpha: open to first-year students and sophomores, and, in some cases, juniors and seniors.

College Choir Omega: open to first-year students and sophomores, and, in some cases, juniors and seniors.

Chamber Singers: open to selected members of the Glee Club and College Choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel.

Paul Flight, Director.

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

The Major

(beginning with the Class of 1999)

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Bloom.

Basis for the major: 110, 111, 200, 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200, 201, 101 or 220; two further courses in music theory, analysis, or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Same as for the major.

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Ronald Perera.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.

Neuroscience

Advisers

*Richard Olivo, Professor of Biological Sciences
 Mary Harrington, Associate Professor of
 Psychology, *Director*
 Beth Powell, Lecturer in Psychology

Other Participating Faculty

†Virginia Hayssen, Associate Professor of
 Biological Sciences

Margaret Olivo, Professor of Biological Sciences
 Jeanne Powell, Professor of Biological Sciences
 Betty McGuire, Assistant Professor of Biological
 Sciences

Stefan Bodnarenko, Assistant Professor of
 Psychology

Ann Hennessey, Assistant Professor of Psychology

The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

REQUIREMENTS: FOUR CORE COURSES:

- PSY 211a Physiology of Behavior and Related Disorders
- BIO 256a Animal Physiology and optional laboratory BIO 257a
- BIO 330b Neurophysiology and required concurrent laboratory BIO 331b
- PSY 311a Neuroanatomy

(Note that all of these courses have prerequisites; see departmental listings.)

PLUS TWO ELECTIVES CHOSEN FROM THE FOLLOWING:

- BIO 230a Cell Biology
- PSY 212b Developmental Psychobiology
- BIO 346b Developmental Biology and required concurrent laboratory BIO 347b
- BIO 352a Animal Behavior and required concurrent laboratory BIO 353a
- PSY 312a Research Seminar in Behavioral Neuroscience
- PSY 316b Seminar in Biopsychology

Philosophy

Professors

Kathryn Pyne Addelson, Ph.D.

*Malcolm B.E. Smith, Ph.D., J.D.

†Thomas Tymoczko, Ph.D.

Jill G. de Villiers, Ph.D. (Psychology and
Philosophy)

John M. Connolly, Ph.D.

Elizabeth V. Spelman, Ph.D., *Chair* (Philosophy
and Women's Studies)

Assistant Professors

Nalini Bhushan, Ph.D.

Susan Levin, Ph.D.

Ernest Alleva, Ph.D.

Research Associate

Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100a Valid and Invalid Reasoning: What Follows from What?

James Henle (Mathematics)

Lec. M W 11 a.m.–12:10 p.m.; dis. F 11 a.m.–12:10 p.m.

100b Thinking About Thinking

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. **{H/S}** 4 credits

Nalini Bhushan, Elizabeth V. Spelman

Lec. M W 10–10:50 a.m.; dis. A: Th 4–4:50 p.m.;
B: Th 4–4:50 p.m.; C: F 10–10:50 a.m.

124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. **{H/M}** 4 credits

Susan Levin

Lec. M W 11 a.m.–12:10 p.m.; dis. A: Th 1–1:50 p.m.; B: F 11–11:50 a.m.

125b History of Modern Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. **{H/M}** 4 credits

Ernest Alleva

Lec. M W 11 a.m.–12:10 p.m.; dis. A: F 11–11:50 a.m., B: Th 1–1:50 p.m.

200b Philosophy Colloquium

Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors, optional for minors. Normally taken in the sophomore year. 4 credits

Kathryn Pyne Addelson and Members of the Department

T Th 10:30–11:50 a.m.

[202b Symbolic Logic]

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. To be offered in 1996–97. **{M}** 2 credits

[MTH 217b Mathematical Structures]**[PPY 209b Philosophy and History of Psychology]**

See Interdepartmental and Extradepartmental Course Offerings.

[210b Issues in Recent and Contemporary Philosophy]**[211a The Philosophy of Ludwig Wittgenstein]**

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended prior courses: 100 and/or 125; LOG 100 or PHI 202. To be offered in 1996–97. 4 credits

[220a Logic and the Undecidable]

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently. To be offered in 1996–97. **{M}** 4 credits

[PPY 221b Language]**222a Ethics**

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. **{H/S}** 4 credits

Ernest Allena

M W 1:10–2:30 p.m.

224b Philosophy and History of Scientific Thought

A review of major issues in the philosophy of science, from the Greeks to modern times. Consideration of such questions as: What is a scientific theory? Is science cumulative? Does science construct or describe reality? What are the social influences on science? **{N}** 4 credits

Jill de Villiers

T Th 9–10:20 a.m.

[226a Topics in the History of Philosophy]**[230b American Philosophy: The Classical Period]**

Studies in the work of William James, W.E.B. Dubois, C.S. Peirce, John Dewey and G.H. Mead. Enrollment limited to 25. To be offered in 1996–97. **{M}** 4 credits

233b Aesthetics

Why does art matter to philosophy? What have philosophers said about art? This course will investigate general theories of art by focusing on the visual arts and on literature. It will make extensive use of the collections of the Smith College art museum. **{S/M/A}** 4 credits

Nalini Bbushan

Lec. M W 1:10–2:30 p.m.; dis. A: F 1:10–2 p.m.;

B: F 2:40–3:30 p.m.

234a Philosophy and Human Nature: Theories of the Self

Topic for 1995–96: Emotion. What have philosophers in the western tradition had to say about the role emotions play in our lives? About the role they ought to play in our lives? To what extent are we assigned a kind of emotional repertoire on the basis of our sex, race and class? What political, social and economic functions are served by such assignments? **{S}** 4 credits

Elizabeth V. Spelman

M W 2:40–4 p.m.

235b Morality, Politics and the Law

A critical discussion of the relations among morality, politics and the law, especially through examination of the different ways moral, political and legal contexts shape the analysis of an issue. **{S}** 4 credits

Elizabeth V. Spelman

M W 2:40–4 p.m.

236a Linguistic Structures

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics. {N} 4 credits

Jill de Villiers

T Th 9–10:20 a.m.

237a 19th-Century Philosophy

Topic for 1995–96: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism. {H/S} 4 credits

Nalini Bhushan

T Th 10:30–11:50 a.m.

240b Philosophy and Women

An investigation of the philosophical concepts of oppression, rights, human nature and moral reform and moral revolution, as they relate to women. Not open to first-year students. Enrollment limited to 40. {S} 4 credits

Kathryn Pyne Addelson

T Th 3–4:15 p.m.

245b Philosophy of Law: Property

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students. 4 credits

Malcolm B.E. Smith

T Th 3–4:15 p.m.

250b Epistemology

Topic for 1995–96: Skepticism, Realism and Relativity. Do I know that I'm not living a dream?

Descartes' skeptical question challenged the belief in an independent reality that we can know and set the course for 200 years of Western philosophy.

We will examine classical and contemporary answers to skepticism and study the relation between skepticism and issues such as other minds, cognitive science, tragedy and cultural relativism. A previous course in philosophy is strongly recommended. 4 credits

Ernest Alleva

M W 1:10–2:30 p.m.

[260a Theory of Interpretation]

This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Heidegger, Gadamer, Hirsch and others. To be offered in 1996–97. {H} 4 credits

262b Meaning and Truth

An examination of the central topics in the semantics of natural language. These topics and the associated problems and theories will be organized under the two major headings of meaning and truth. 4 credits

To be announced

T Th 1–2:50 p.m.

REL 263a Philosophy of Religion**[REL 269b Phenomenology and Existentialism]****304b Colloquium in Applied Ethics**

Topic for 1995–96: Moral Passages: Issues in Reproduction and Procreation. Moral theory as applied to topics such as teen pregnancy, sex education, genetic counseling and engineering, abortion, *in vitro* fertilization and surrogate motherhood. Moral issues will be defined from perspectives of the woman and her intimates, reformers, medical workers, scientists and ethicists. Enrollment limited to 20. 4 credits

To be announced

Th 1–2:50 p.m.

[305a Seminar: Topics in Feminist Theory]
{S} 4 credits**310a Seminar: Recent and Contemporary Philosophy**

Topic for 1995–96: Contemporary Political Philosophy. This course will examine contemporary work in political philosophy and will address alternative theoretical approaches to issues of justice, rights, equality, well-being and liberty. Authors will include Rawls, Nozick, Walzer, Okin and others.

Recommended: prior course work in ethics or political philosophy. 4 credits

Ernest Alleva

Th 3–4:50 p.m.

[322b Topics in Advanced Logic]

324b Topics in Ancient Philosophy

Topic for 1995–96: Plato. A study of several dialogues from the early and middle periods. After introductory sessions on Socratic methodology, we will turn to Plato's central metaphysical insights and their implications for his treatment of issues in epistemology, ethics, philosophy of language, and education. Readings include the *Euthyphro*, *Gorgias*, *Phaedo*, *Symposium* and *Republic*.

Strongly recommended background: PHI 124 or the equivalent. 4 credits

Susan Levin

W 7:30–9:30 p.m.

[331a Seminar: Belief, Knowledge and Perception]

334a Seminar: Mind

Topic for 1995–96: Consciousness and Personal Identity. What does it mean for a being to be conscious? What is the relation between consciousness, identity and our status as persons? We will examine contemporary works by philosophers of mind on these and related topics such as weakness of the will, self-deception, irrationality and multiple personality. {S/M} 4 credits

Nalini Bhushan

W 7:30–9:30 p.m.

[362b Seminar: Philosophy of Language]

[390b Colloquium for Seniors]

400a Special Studies

For senior majors, by arrangement with the department. 1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

For senior majors, by arrangement with the department. 8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Elizabeth V. Spelman.

Requirements: 10 semester courses in Philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (222, 233, 235, 240, 245); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 230, 234, 250; Language, Logic and Science (220, PPY 221, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses.

Courses in related departments may be included in the major program of 10 semester courses only with approval of the department. Petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

Advisers for the Minor: Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: 100, LOG 100, or PHI 200, 202, 124, 125.

In addition to the basis, three courses from among the following: 222, 224, 233, 234, 235, REL 269b, 304, 310, and 334.

Concentration 3: Philosophy, Feminism and Society

Basis: any two from among the following: 100, LOG 100 or PHI 200, 202, 124, and 125.

In addition to the basis, three courses from among the following: 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

Honors

Directors: Murray Kiteley, Thomas Tymoczko.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the Department.

580a Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable

Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 4 or 8 credits

580b Advanced Studies
4 or 8 credits

580d Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits

590a Research and Thesis
4 or 8 credits

590b Research and Thesis
4 or 8 credits

590d Research and Thesis
8 credits

Physics

Professors

******Malgorzata Zielinska-Pfabé, Ph.D.
Piotr Decowski, Ph.D., *Chair*

Associate Professors

Doreen A. Weinberger, Ph.D.
Nalini Easwar, Ph.D.

Assistant Professor

Nathanael A. Fortune, Ph.D.

Laboratory Instructor

Janet Van Blerkom, Ph.D.

Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115 and 116 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115 and 116.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115 and 116 for credit.

105a Principles of Physics: Seven Ideas That Shook the Universe

Description, origins, meanings and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity, quantum theory and the end of causality, conservation principles and symmetries. The course is designed for nonscience majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included. **{N}** 4 credits

Nathanael A. Fortune

M W F 1:10–2:30 p.m.

106b The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of

the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. **{N}** 4 credits

Piotr Decowski

M W F 9–9:50 a.m.

[107b Musical Sound]

115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor. **{N}** 5 credits

Nalini Easwar

M W F 11 a.m.–12:10 p.m.; lab T or Th 1–3:50 p.m. or W 1:10–4 p.m.

115b General Physics

A repetition of 115a. **{N}** 5 credits

Nathanael A. Fortune

M W F 10–10:50 a.m., Th 4–4:50 p.m.; lab W 1:10–4 p.m. or Th 1–3:50 p.m.

116a General Physics

A continuation of 115. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115 or permission of the instructor. **{N}** 5 credits

Malgorzata Zielinska-Pfabé

M W F 10–10:50 a.m., Th 4–4:50 p.m.; lab W 1:10–4 p.m. or Th 1–3:50 p.m.

116b General Physics

A repetition of 116a. {N} 5 credits

Nalini Easwar

M W F 11 a.m.–12:10 p.m.; lab T or Th 1–3:50 p.m. or W 1:10–4 p.m.

210a Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include: complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. {N} 4 credits

Malgorzata Zielinska-Pfabé

M W F 9–9:50 a.m., Th 8–8:50 a.m.

[211b Mathematical Methods of Physical Sciences and Engineering II]

Mathematical tools to solve advanced problems in physical sciences. Topics include: special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211, and 212 or permission of the instructor. To be offered in 1996–97. {N} 4 credits

Malgorzata Zielinska-Pfabé

214b Electricity and Magnetism

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115 and 116 or the equivalent. {N} 4 credits

Doreen Weinberger

M W F 11 a.m.–12:10 p.m.

220a Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits

Malgorzata Zielinska-Pfabé

M W F 1:10–2:30 p.m.

222a Relativity and Quantum Physics

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits

Piotr Decowski

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m.

224b Electronics

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits

Nalini Easwar

T Th 9–11:50 a.m. and one hour discussion session to be arranged

299a Current Topics In Physics

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit. {N} 1 credit

Nathanael A. Fortune

W 2:40–4 p.m.

312a Optics

Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 115, 116, 222a or permission of the instructor. Offered in alternate years. {N} 4 credits

Doreen Weinberger

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m.

[322b Nuclear and Particle Physics]

Properties of atomic nuclei. Nuclear decays. Detection of nuclear particles. Nuclear reactions. Nucleons and mesons. Quarks, leptons and intermediate bosons. Prerequisites: 210a, 214b, 222a. Offered in alternate years. To be offered in 1996–97. {N} 4 credits

Piotr Decowski

[332a Solid State Physics]

The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210a, 214b, 222a. Offered in alternate years. To be offered in 1996–97. {N} 4 credits

Nalini Easwar

340b Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 220a and 222a. **{N}** 4 credits

Doreen Weinberger

M W F 1:10–2:30 p.m.

348b Thermal Physics

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210a, 220b, 222a. Offered in alternate years. **{N}** 4 credits

Nathanael A. Fortune

M W F 2:40–4 p.m.

350a Advanced Physics Laboratory

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214b, 220a, and 222a. **{N}** 1 to 3 credits

Piotr Decowski, Nalini Easwar

Th 1–4:50 p.m.

350b Advanced Physics Laboratory

A repetition of 350a. **{N}** 1 to 3 credits

Piotr Decowski

Th 1–4:50 p.m.

400a Special Studies

By permission of the department, for students who have had at least four semester courses in intermediate physics. 1 to 4 credits

400b Special Studies

Same as 400a or may be a repetition of 400a, with permission of the instructor. 1 to 4 credits

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

Adviser for Study Abroad: Piotr Decowski.

The following courses are required: 115, 116, 210, [211], 214, 220, 222, 224, 340 and one more 300-level physics course or AST 351, or AST 352. In addition, 299a and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor

Advisers: Members of the Department.

The minor in physics consists of: 115, 116, 222a and at least two additional 200- or 300-level physics courses.

Honors

Director: Malgorzata Zielinska-Pfabé.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

Political Economy

Advisers

Martha Ackelsberg, Professor of Government
Philip Green, Professor of Government, *Director*
Richard Fantasia, Associate Professor of Sociology

Thomas Riddell, Associate Professor of Economics
Cynthia Taft Morris, Professor of Economics
*Andrew Zimbalist, Professor of Economics

404a Special Studies

4 credits

404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

1. Theory:

- [ECO 225a Political Economic Analysis]
- [ECO 256b Marxian Political Economy]
- ECO 257a Growth and Crisis in the United States Economy
- GOV 242b The Politics of International Economic Relations
- GOV 263a Political Theory of the 19th and 20th Centuries
- GOV 366a Seminar: Ideology, Culture and Politics

2. History:

- [ECO 208b European Economic Development]
- [ECO 283a American Economic History: Colonial Times to 1870]
- ECO 285b American Economic History: 1870–1990
- [SOC 316b Seminar: Protest, Rebellion and Collective Action]

3. Contemporary Applications:

- ECO 209b Comparative Economic Systems
- ECO 220b Labor Relations and Economic Performance
- ECO 222a Women's Labor and the Economy
- ECO 224b Environmental Economics
- GOV 204a Urban Politics
- GOV 333b Seminar: The Politics of Capitalism
- SOC 212b Class and Society

4. Special Studies (PEC 404a, b), to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

Psychology

Professors

Robert Teghtsoonian, Ph.D.
 *Frances Cooper Volkmann, Ph.D.
 **Peter Benedict Pufall, Ph.D.
 Faye Crosby, Ph.D.
 Donald Baldwin Reutener, Jr., Ph.D.
 Jill G. de Villiers, Ph.D. (Psychology and
 Philosophy)
 Peter A. de Villiers, Ph.D.
 Randy O. Frost, Ph.D., *Chair*

Adjunct Professor

Joan E. Morgenthau, M.D.

Associate Professors

†Fletcher A. Blanchard, Ph.D.
 Philip K. Peake, Ph.D.
 Mary Harrington, Ph.D.

Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

Assistant Professors

Brenda Allen, Ph.D.
 Stefan Bodnarenko, Ph.D.
 Ann C. Hennessey, Ph.D.

Instructor

Patricia DiBartolo, M.A.

Lecturer

Beth Powell, Ph.D.

Assistant in Statistics

David Palmer, Ph.D.

Research Associates

Laura Shannon, Ph.D.
 George M. Robinson, Ph.D.
 Martha Teghtsoonian, Ph.D.

Unless otherwise indicated, 111a or b is a prerequisite for every further course, including 112 and 113.

Introductory Courses

111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology. Discussion sections limited to 25. Students are free to attend either lecture hour; they must section for discussion. {N} 4 credits

Peter Pufall, Director

Lec. M W F 9–9:50 a.m. or M W F 10–10:50 a.m.

Section A: W 11–11:50 a.m., *Stefan Bodnarenko*

Section B: W 1:40–2:30 p.m., *Patricia Marten*

DiBartolo

Section C: W 2:40–3:30 p.m., *Patricia Marten*
DiBartolo

Section D: Th 9:30–10:20 a.m., *Faye Crosby*

Section E: Th 10:30–11:20 a.m., *Faye Crosby*

Section F: Th 1–1:50 p.m., *Ann Hennessey*

Section G: Th 2–2:50 p.m., *Ann Hennessey*

Section H: Th 3–3:50 p.m., *Peter Pufall*

111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). {N} 4 credits

Peter de Villiers, Director

Section A: M W F 11 a.m.–12:10 p.m.

Section B: M W F 1:10–2:20 p.m.

Section C: M W F 2:40–3:50 p.m.

112a Introduction to Research Methods

Application of scientific methods to problems in

psychology. Basic experiments in a variety of areas, including operant conditioning of nonhuman organisms. Prerequisite: 111a or b. **{N}** 4 credits

Frances Volkmann, Director

Section A: M W 10–11:50 a.m., *Frances*

Volkmann

Section B: M W 1:10–3 p.m., *Frances Volkmann*

Section C: T Th 8:30–10:20 a.m., *David Palmer*

Section D: T Th 1–2:50 p.m., *Donald Reutener*

112b Introduction to Research Methods

A repetition of 112a. **{N}** 4 credits

Donald Reutener, Director

Section A: M W 8–9:50 a.m.

Section B: M W 10–11:50 a.m.

Section C: M W 1:10–3 p.m.

Section D: T Th 8:30–10:20 a.m.

Section E: T Th 1–2:50 p.m.

113a Statistical Methods in Psychology

Elementary descriptive and inferential statistics as applied to psychological problems. Prerequisite:

111a or b or permission of the instructor. Enrollment

limited to 40. Lab size limited to 10 students.

{M} 4 credits

Philip Peake

Lec. T Th 10:30–11:50 a.m.; lab to be arranged

113b Statistical Methods in Psychology

A repetition of 113a. Enrollment limited to 40. Lab

size limited to 10 students. **{N/M}** 4 credits

Brenda Allen

Lec. M W F 11 a.m.–12:10 p.m.; lab to be arranged

A. General Courses

[PPY 209b Philosophy and History of Psychology]

To be offered in 1996–97.

Peter Pufall

See Interdepartmental and Extradepartmental Course Offerings.

[ESS 220b Psychology of Sport]

266b Psychology and Women

Exploration of the existence, origins and implications of the behavioral similarities and differences

between women and men and of the psychological realities of women's lives and occupational status. Topics include gender role stereotypes and gender role development; power issues in the family, workplace and politics; and mental health and sexuality. Particular emphasis is given to the issue of diversity among women and to the interaction between sexism and racism in our society. Enrollment limited to juniors and seniors. **{S/N}** 4 credits

Faye Crosby

M W F 11 a.m.–12:10 p.m.

267a Psychology of the Black Experience

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. Prerequisite: 111a or b. **{S/N}** 4 credits

Brenda Allen

M W F 11 a.m.–12:10 p.m.

303a Advanced Research Design and Statistical Analysis

A survey of critical issues in research methods and statistical analysis with in-depth consideration of

analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113a or b or SSC 190a or b, and 112a or b or permission of the instructor.

Enrollment limited to 16. **{N/M}** 4 credits

Brenda Allen

M W F 2:40–4 p.m.

320b Seminar in Environmental Psychology

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred. **{N}** 4 credits

Robert Teghtsoonian

T 3–4:50 p.m.

366b Seminar: Topics in the Psychology of Women

Topic for 1995–96: Feminism and Diversity. Feminists take gender as a fundamental category of analysis. How can we be feminists and avoid essentialism? **{S/N}** 4 credits

Faye Crosby

Th 1–2:50 p.m.

B. Psychological Processes

210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question “Why did she or he do that?” Theory and research from three interacting and complementary perspectives (evolutionary, physiological and cognitive) will be examined in an attempt to answer that question. Prerequisite: 112a or b or permission of the instructor. **{N}** 4 credits

Donald Reutener

M W 1:10–2:30 p.m.

[216b Perception]

218a Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits

Jill de Villiers

T Th 1–2:50 p.m.

[PPY 221b Language]

See Interdepartmental and Extradepartmental Course Offerings.

[224b Learning and Behavior Change: Methods, Theory and Practice]

313a Seminar in Psycholinguistics

Topic for 1995–96: Language and Cognitive Development. A consideration of the ways that language and thought interact in the development of the young child. How does the child acquire the concepts and words for objects, causality, number, ac-

tions, time, space and mental events? Prerequisites: PSY 233, or PHI 236, or PPY 221. **{N}** 4 credits

Jill de Villiers

F 1:10–3 p.m.

314a Seminar in Foundations of Behavior

Topic for 1995–96: Self-Control—Cognitive and Behavioral Analyses. Discussion of the nature of self-control and impulsiveness including cognitive, behavioral, developmental and social/personality variables. Topics will include self-management and behavioral programs, writers' block, impulsiveness and delinquency, and programs to develop self-control in autistic individuals. Permission of the instructor is required. **{N}** 4 credits

Peter de Villiers

T 1–2:50 p.m.

314b Seminar in Foundations of Behavior

Topic for 1995–96: Animal Cognition. The study of animals as intelligent processors of information capable of adapting to their environments through a variety of cognitive skills. These skills include perception, learning, remembering, problem solving, decision making, communication and others. Prerequisite: any 200-level course from area B or C, or 233, or 270, or permission of the instructor. 4 credits

Donald Reutener

T 1–2:50 p.m.

C. Physiological Psychology

180b Introduction to Behavioral Neuroscience

An introduction to the study of the brain; its structure and how it develops, the chemical and electrical phenomena that take place in its nerve cells and how they interact to yield the brain's unique output, behavior and experience. This course is intended for non-science and science majors. **{N}** 4 credits

Stefan Bodnarenko

T Th 9–10:20 a.m.

211a Physiology of Behavior and Related Disorders

Introduction to brain-behavior relations in humans and other species. An overview of anatomi-

cal, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 111a or b, or an introductory BIO course. {N} 4 credits

Beth Powell

M W F 11 a.m.–12:10 p.m.

212b Developmental Psychobiology

Concentrated study of neural changes which occur across development and the concurrent changes in cognitive, social and emotional behavior that accompany development. Investigation of the development of the nervous system will involve exploring the embryonic stages, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. {N} 4 credits

Ann Hennessey

T Th 9–10:20 a.m.

311a Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. {N} 4 credits

Stefan Bodnarenko

T Th 10:30–11:50 a.m.; lab T or Th 1–4 p.m.

312a Research Seminar in Behavioral Neuroscience

Topic for 1995–96: Cognitive Neuroscience. An introduction to research techniques used to investigate neural mechanisms relevant for cognition. Comprehension of neuroscience methodology will be cultivated by discussion of current cognitive neuroscience research. Development of neuroscientist mentality will be assessed by apt incorporation of hypothesized use of neuroscience techniques in an original research proposal, a final product of this course. Prerequisites: 112a or b, 211a and permission of the instructor. {N} 4 credits

Ann Hennessey

W 1–4 p.m.

316b Seminar in Biopsychology

Advanced study of selected brain-behavior relations. Topic for 1995–96: Circadian Clocks. Prerequisite: 113a, 211a, and permission of the instructor. {N} 4 credits

Mary Harrington

T 3–4:50 p.m.

D. Developmental Psychology

Director of the Child Study Committee: Peter Pufall.

233a Child Development

A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, intelligence, symbolic functioning (language, art and play) from the standpoint of biological and psychological processes nested within social (family, peer, school) and cultural (implicitly and explicitly shared values) contexts. Six observation hours in the Campus School to be arranged. {S/N} 4 credits

Peter Pufall

M W F 1:10–2:30 p.m.

EDC 238a Educational Psychology

[241a Psychology of Adolescence]

[243b Adult Development]

333b Seminar in Child Development

Topic for 1995–96: Culture and Child Development. This seminar aims to afford students an opportunity to critically assess the relationship of culture to the development of human behavior. Toward this end, the work of the seminar will begin by addressing three major issues: (1) the problems associated with the delineation of the process of culture; (2) how the psychological study of culture and human development in the United States context has been hindered by the cultural chauvinism of the ruling order; and (3)

how new approaches to psychological study have challenged the prevailing ethos to afford new insights into the relationship between socio-cultural contexts and human functioning. The seminar will then shift focus to an in-depth exploration of the process of culture and development at work in the lives of four United States cultural groups, namely African Americans; Asian Americans; Latina Americans; and Native Americans. Prerequisite: 233b or permission of the instructor. {N} 4 credits

Brenda Allen

T 1–2:50 p.m.

335a Experimental Study of the Behavior of Children

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16. {N} 4 credits

Peter Pufall

T Th 9–10:20 a.m.

[340b Seminar in Gender and the Life Course]

E. Clinical Psychology

[EDC 239b Counseling Theory and Education]

252a Abnormal Psychology

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. {N} 4 credits

Randy Frost

M W F 9–9:50 a.m.

253b Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of

etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252. {N} 4 credits

Patricia DiBartolo

To be arranged

254b Clinical Psychology

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252. {N} 4 credits

Patricia DiBartolo

T Th 10:30–11:50 a.m.

[352b Seminar in Advanced Clinical Psychology]

354b Seminar in Advanced Abnormal Psychology

Topic for 1995–96: Obsessive Compulsive Disorders. An examination of theory and research on obsessive compulsive disorder and related issues. Focus will be on epidemiology, theoretical models and treatment modalities. Prerequisite: 252 or 254. {N} 4 credits

Randy Frost

Th 7:30–9:30 p.m.

358b Experimental Investigation in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 112a or b and 252. {N} 4 credits

Randy Frost

T Th 1–2:50 p.m.

F. Social and Personality Psychology

270a Social Psychology

The study of social behavior considered from a

psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. {N} 4 credits

Faye Crosby

M W F 11 a.m.–12:10 p.m.

271a Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. {N} 4 credits

Philip Peake

T Th 9–10:20 a.m.

[278b Behavior in Organizations]

[370a Seminar in Social Psychology]

371b Seminar in Personality

Topic for 1995–96: Personality and Self-regulation. A survey of the factors that promote and undermine effective self-regulation, including discussion of the control of unwanted thoughts, emotions, impulses and behaviors. Special consideration will be given to factors that impact on the initiation and maintenance of self-regulatory regimens. Admission by permission of the instructor. Prerequisite: 270 or 271. {N} 4 credits

Philip Peake

Th 1–2:50 p.m.

[372a Experimental Study of Social Behavior]

373b Personality Assessment and Research

An introduction to techniques of personality measurement and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112a or b and either 270 or 271 and permission of the instructor. {N} 4 credits

Philip Peake

T Th 9–10:20 a.m.

404a Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Pufall.

Basis: 111a or b, 112a or b, and 113a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B–F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A–F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as the only course in an area.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the Department.

Requirements: six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A–F. In addition, one of these four courses must either be a laboratory course or a seminar.

Honors

Director: To be announced.

Basis: 111a or b, 112a or b, 113a or b, and one other semester course.

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of 10 required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.

Public Policy

Director

Donald Baumer, Professor of Government

Advisers

†Randall Bartlett, Professor of Economics

John Burk, Professor of Biological Sciences

H. Allen Curran, Professor of Geology

Deborah Haas-Wilson, Associate Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

GOV 207a Politics of Public Policy

This course serves as the introduction to the minor; it replaces PPL 220a for 1995–96. 4 credits
Donald Baumer (Government)

M W F 11 a.m.–12:10 p.m.

IDP 208a Women's Medical Issues

4 credits

Barbara Brehm-Curtis (Exercise and Sport Studies), Leslie Jaffe (Health Services)

T Th 10:30–11:50 a.m.

[220a Public Policy Analysis]

ECO 224b Environmental Economics

4 credits

Mark Aldrich (Economics)

T Th 9–10:20 a.m.

250b Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation,

public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. {S} 4 credits
Fletcher Blanchard (Psychology)
T Th 10:30–11:50 a.m.

[254b Agriculture and Public Policy in the United States]

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers. Lectures and discussions will be augmented with films and field trips. To be offered in 1996–97. {S/N} 4 credits
Philip Reid (Biology), Donald Baumer (Government)

[260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect]

[303b Seminar in Public Policy of Marine and Coastal Resources]

A discussion of the nature and occurrence of biological and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics may include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries

and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. To be offered in 1996–97. **{N}** 4 credits

Allen Curran (Geology), John Burk (Biology)

[GOV 324a Seminar in Comparative Government]

353a Seminar: U.S. Immigration and Refugee Policy

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid. Admission by permission of the instructor. **{S}** 4 credits

Peter Rose

M 7:30–9:30 p.m.

[390b Senior Public Policy Workshop]

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. Students who wish to take this course in 1995–96 should contact the Director of Public Policy. **{S}** 4 credits

404a Special Studies

By permission of the director. 4 credits

404b Special Studies

4 credits

The minor consists of six courses:

GOV 207a or [PPL 220a];

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);

PPL 390b.

The Minor

Director: Donald Baumer (Government).

Advisers: Randall Bartlett (Economics); John Burk (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

Religion and Biblical Literature

Professors

Bruce Theodore Dahlberg, M.Div., Ph.D.

Taitetsu Unno, Ph.D.

Thomas Sieger Derr, Jr., M.Div., Ph.D., *Chair*

D. Dennis Hudson, Ph.D.

Karl Paul Donfried, Dr.Theol.

Quentin Quesnell, S.S.D.

Associate Professor

Carol G. Zaleski, Ph.D.

Assistant Professors

†Lois C. Dubin, Ph.D.

Keith Lewinstein, Ph.D. (History and Religion and
Biblical Literature)

Vera Shevzov, M.Div., Ph.D.

Yehan Numata Lecturer in Buddhist Studies

Jamie Hubbard, Ph.D.

Lecturers

¹Hubert Flesher, M.Div.

²Elizabeth E. Carr, Ph.D.

²Philip Zaleski, B.A.

²David Dalin, Ph.D.

Research Associates

Benjamin Braude, Ph.D.

Philip Zaleski, B.A.

Language courses in Hebrew, Greek, Arabic, etc. are listed on pages 285–286.

200-level courses open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

100-Level Courses

101a Religion as a Human Experience

Diverse approaches to the study of religion. Interpretations by proponents and critics from philosophy, psychology, sociology, theology and literature. Readings from such writers as Aoyama, Berger, Dostoevsky, William James, Jung, Kafka, C.S. Lewis, McFague, Tolstoy and Wiesel. Occasional films.

{H} 4 credits

Taitetsu Unno, Director

Members of the Department

Lec. T 9–10:20 a.m.; dis. Th 9–10:20 a.m.

105a Introduction to World Religions

Buddhism, Chinese religion, Christianity, Hinduism, Islam and Judaism. The spirit of each tradition as revealed in one of its classical texts. Occasional films. {H} 4 credits

Carol Zaleski, Director

Members of the Department

Lec. M W 10–10:50 a.m., Th 4–4:50 p.m.; four discussion sections, three on F 10–10:50 a.m. or one F 11–11:50 a.m.

110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students. 4 credits

A. Poetry as Contemplation

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation. {H}

Taitetsu Unno

T Th 10:30–11:50 a.m.

B. Christian Liturgy East and West

Christian worship and ritual from the earliest roots through Byzantium, the Middle Ages and the Reformation. Historical context and cultural significance. Special emphasis on the eucharist and the use and meaning of icons. {H}

Vera Shevzov

T Th 10:30–11:50 a.m.

C. Christian Spirituality

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration to turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, Julian of Norwich, Teresa of Avila, Pierre Teilhard de Chardin, Simone Weil, Thomas Merton, Dorothy Day, Rigoberta Menchu and Zora Neale Hurston. {H}

Elizabeth Carr

T Th 10:30–11:50 a.m.

D. Catholicism in the Third Millennium

A critical exploration of recent Roman Catholic theological, biblical and papal pronouncements, including *The Splendor of Truth*, *As the Third Millennium Draws Near* and *The Interpretation of the Bible in the Church*; their intended impact on Catholic identity, ecumenical dialogue (especially with Orthodox Christianity) and the philosophies of subjectivism, rationalism and relativism; their representation of John Paul II as visionary, philosopher and moral leader. {H}

Karl Donfried

M W 1:10–2:30 p.m.

E. Politics of Enlightenment

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Buddhism and Marxism, social protest, messianic movements and sacred kingship. {H}

Jamie Hubbard

T Th 10:30–11:50 a.m.

[F. Issues in Contemporary Judaism]**[G. Islamic Mysticism]**

200-Level Courses

No prerequisites unless specified.

210a Introduction to the Bible I

The Hebrew Scriptures ("Old Testament"). The major traditions of ancient Israel and earliest Judaism in biblical story, law and myth together with selections from the classical prophets, the Wisdom tradition, apocalyptic writing and the Psalms. {L} 4 credits

Bruce Dahlberg

M W 1:10–2:30 p.m.

212b Archaeology in Religion Studies

Archaeology as a way of research into the nature and origin of historical and prehistorical religion. Methods of recovery and evaluation of material-culture remains for their evidential value concerning religious communities, rituals, burial customs, places and objects of worship, critical interpretation of religious texts, and related matters. Illustrative case studies from the Near East and selected other regions. {H} 4 credits

Bruce Dahlberg

M W 1:10–2:30 p.m.

[215j Exploring the Holy Land]**220b Introduction to the Bible II**

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. {L} 4 credits

Karl Donfried

M W F 10–10:50 a.m.; film viewing to be arranged

[JUD 224b Women in Rabbinic Literature]**[225b Christian Origins: Archaeological and Social-Historical Perspectives]**

The integration of Biblical and historical studies, geographical setting and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. Recommended

background: 220. To be offered in 1996–97. {H} 4 credits

230a Western Christian Thought and Practice (30–1100)

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians and the beginnings of medieval Christianity. Occasional films. {H} 4 credits

Karl Donfried

M W 2:40–4 p.m.; film viewings to be arranged

[231b Eastern Christian Thought and Practice]

232b Western Christian Thought and Practice 1100–1800

A survey of religious thought and practice from Thomas Aquinas to Kierkegaard. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the 17th century, and into the Enlightenment. Theological, philosophical, mystical, devotional and literary texts. {H} 4 credits

Vera Shevzov

T Th 9–10:20 a.m.

[235a Jewish Spirituality: Philosophers and Mystics]

236b Jewish Thought in the Modern Period [A. Judaism and Jewish Life from 1500 to the Present]

Rationalism, mysticism, spirituality, Jewish law, messianism and the meaning of Jewish peoplehood. Consideration of thinkers such as Spinoza, Mendelssohn and Rosenzweig, and movements such as Lurianic Kabbalah, Hasidism and Reform. To be offered in 1996–97. {H} 4 credits

B. Jewish Thought in the 20th Century

The central themes of modern Jewish thought as interpreted by the most influential Jewish thinkers

of the 20th century, including Martin Buber, Franz Rosenzweig, Abraham Joshua Heschel, Mordecai Kaplan, Will Herberg, Emil Fackenheim, Richard Rubenstein and Leo Strauss. The evolution of modern Jewish religious thinking on such topics as God, revelation, eschatology, the idea of the Chosen People, the problem of suffering and evil, the Holocaust, Christianity, Zionism and the State of Israel, and the relationship between religion and state. To be offered once only. {H} 4 credits

David Dalin

T 1–4 p.m.

237b Religion in America

Religious thought and institutions in America; their interaction with American culture and with each other. Major religious traditions and thinkers from the 17th century to the present. {H} 4 credits

Bruce Dablborg

T Th 10:30–11:50 a.m.

[240b Contemporary Christian Thought]

245a Theological Themes in Fiction and Fantasy

An introduction to theological themes through the medium of the imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in readings from storytelling theologians and theologically illuminating storytellers such as C.S. Lewis, LeGuin and Flannery O'Connor. 4 credits

Hubert Flesher

T Th 10:30–11:50 a.m.

250a Social Ethics I

Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations. {H/S} 4 credits

Thomas Derr

M W F 9–9:50 a.m.

251b Social Ethics II

The bearing of ethics on the understanding of the state, the economic order and international affairs. Power, violence and vengeance; revolution and order; civil disobedience; human rights; develop-

ment and world hunger; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. **{H/S}** 4 credits

Thomas Derr

M W F 9–9:50 a.m.

260b Psychology of Religion

The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the “cure of souls”; religion and the life cycle; religion and depth psychology; religion and social psychology; religion and gender. Readings from James, Freud, Jung, Erikson, Lifton and others. **{H/S}** 4 credits

Carol Zaleski

M W F 11 a.m.–12:10 p.m.

263a Philosophy of Religion

The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others. **{H}** 4 credits

Carol Zaleski

M W F 11 a.m.–12:10 p.m.

[266b Death in the West]

[269b Phenomenology and Existentialism]

270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others. **{H}** 4 credits

Dennis Hudson

T Th 9–10:20 a.m.

271b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple,

festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others. **{H}** 4 credits

Dennis Hudson

T Th 9–10:20 a.m.

272a Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment in the religious, philosophical and ethical teachings of Buddhism in India, China and Japan. **{H}** 4 credits

Taitetsu Unno

T Th 10:30–11:50 a.m.

273a Colloquium in East Asian Religions

Topic for 1995–96: Japanese Religion. The development of Japanese religious traditions from their inception to the present day, their relationship to the state, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) **{H}** 4 credits

Jamie Hubbard

M W F 2:40–4 p.m.; Friday film showings will occasionally go beyond 4 p.m.

275a The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **{H}** 4 credits

Keith Lewinstein

T Th 1–2:20 p.m.

276b Native American Religions

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle, rituals, pilgrimage, myth, symbol, oral tradition, women's roles, healing practices, new religious movements, connections with other world religions, and the contemporary situation. Enrollment limited to 30 in each section. **{H}**

4 credits

Philip Zaleski

Sec. A: T Th 9–10:20 a.m.; Sec. B: T Th 10:30–11:50 a.m.

279b Colloquium in Buddhist Studies

Topic for 1995–96: The Body in Buddhist Practice and Thought. A study in the centrality of the body not only in religious disciplines but also in philosophical formulations. Focus will be on East Asian views of the body in religious and philosophical thought, but some considerations will also be given to Eastern medicine, the theatre, martial arts and other cultural manifestations. Prerequisite: 270, 272, or permission of the instructor. (E) {H} 4 credits

Taitetsu Unno

M W 2:40–4 p.m.

300-Level Courses

Prerequisites as specified.

[310b Seminar: The Apocrypha and Related Texts]

311b Seminar: Contemporary Issues in Biblical Interpretation

Sacred scripture as a cultural phenomenon. Contrasting understandings of the Bible between literary-historical scholarship and popular or folk religion. Fundamentalist-modernist controversies. The Bible as icon. "Reverence" and "irreverence" in contemporary representation of biblical traditions. Prerequisite: either 210, 220, or permission of the instructor. {L/H} 4 credits

Bruce Dahlberg

T 1–2:50 p.m. and occasionally Th 1–2:50 p.m. for films

[320b Seminar: New Testament]

333a Seminar: The Social World of Early Christianity

Topic for 1995–96: The Dead Sea Scrolls and the Early Christian Church. An examination of the writings from Qumran for the purpose of understanding the beliefs and practices of this religious community as well as for the new knowledge they pro-

vide about Judaism, the origins of Christianity and the interaction of the two. A variety of writings from the Hebrew Scriptures and the New Testament will be considered in relationship to the recent texts discovered at Qumran. Prerequisite: either 210, 215, 220 or permission of the instructor. {H} 4 credits

Karl Donfried

Th 3–4:50 p.m.; film viewings to be arranged

[334b Colloquium: Jewish-Christian Relations]

[335a Seminar: Judaism, the Enlightenment and Religious Diversity]

336b Seminar: Christianity and Culture

Topic for 1995–96: The Eastern Orthodox Tradition in Russia. An exploration of Eastern Orthodox identity in the formation of Russia's religious culture, social ideals and major theological and intellectual trends from the time of Peter the Great to the fall of Communism. Topics include: Orthodoxy as the official State religion; "popular" Orthodoxy among the peasantry; religious thought among the intelligentsia; the Church during the Revolution and its aftermath; missions, monasticism and saints. Readings of primary sources in translation. {H} 4 credits

Vera Shevzov

Th 3–4:50 p.m.

340a Seminar: Topics in Christian Thought and Practice

Topic for 1995–96: *She Who Is*. Exploration and analysis of the themes in Elizabeth Johnson's 1992 prize-winning book, *She Who Is*. One God in three Persons: she who creates; she who redeems; she who sanctifies. The Logos/Sophia dialectic; its displacement and loss. The incarnation of Sophia. The worship of Sophia in Christian tradition. Sophia in religious art and symbol. The Mother of God and Seer of Wisdom. Prerequisites: at least two upper-division Religion courses, at least one of which must be from among the following: 240, 260, 263, 269. Permission of the instructor is required. {H} 4 credits

Quentin Quesnell

T 3–4:50 p.m.

353a Seminar: Medical Ethics

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans and other issues. **{H/S}** 4 credits

Thomas Derr

M 7:30–9:30 p.m.

354b Seminar: Business Ethics

Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. **{H/S}** 4 credits

Thomas Derr

M 7:30–9:30 p.m.

360b Seminar: Problems in Philosophy of Religion

Topic for 1995–96: Religious Experience. What is “religious experience” and why has it become so problematic for philosophy and theology? Examines the history of the concept of religious experience, the efforts of James, Schleiermacher and Otto to defend the validity of religious experience, religious objections to religious experience, and constructivist vs. perennialist theories of mystical experience. Prerequisite: 263a or permission of the instructor. **{H}** 4 credits

Carol Zaleski

Th 1–2:50 p.m.

370b Seminar: South Asian Religious Literature in Translation

The values, world views and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries and legal and ethical codes. Prerequisites: 105a, and one of the following courses: 270a, 270b, 271a, or the equivalent. **{H}** 4 credits

Dennis Hudson

M 7:30–9:30 p.m.

372b Seminar: Problems in Buddhist Philosophy

Topic for 1995–96: Nihilism, Emptiness and Self-affirmation in Modern Japanese Philosophy. Prerequisites: 270a or 272a or permission of the instructor. **{H}** 4 credits

Taitetsu Unno

Th 3–4:50 p.m.

373a Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimilations of the *Mababharata*, *Ramayana* and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required. **{A}** 4 credits

Dennis Hudson, John Hellweg (Theatre)

T Th 3–4:50 p.m.

[375b Modern Islamic Thought]**400a Special Studies**

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits

400b Special Studies

2 to 4 credits

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Language Courses

Credit is not granted for the first semester only of an introductory language course.

[100d Classical Hebrew]**[ARA 100d Elementary Arabic]**

ARA 283a Intermediate Arabic I

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E) {F} 4 credits

Tayeb El-Hibri

M W F 10–10:50 a.m.

ARA 284b Intermediate Arabic II

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E) {F} 4 credits

Tayeb El-Hibri

M W F 10–10:50 a.m.

282b Readings in Chinese Buddhist Texts

Reading and discussion of Chinese Buddhist texts in the original. Selections drawn from different genres including biographies of the Buddha, Jataka tales, the Lotus Sutra, Heart Sutra and indigenous scriptures ("apocrypha"). Attention will also be given to the development of the Buddhist canon and notions of scriptural authenticity. Open to students who have taken one year of Chinese or two years of Japanese, or with permission of the instructor. (E) {L/F} 4 credits

Jamie Hubbard

T Th 1–2:30 p.m.

[285a Hebrew Religious Texts]**287b Greek Religious Texts**

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. {L/F} 4 credits

Karl Donfried

M W 2:40–4 p.m.

[382a Directed Readings in Religious Texts: Hebrew, Greek or Latin]

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the Classics Department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287 or 382). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

The Major

Advisers: Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Vera Shevzov, Taitetsu Unno, Carol Zaleski.

Adviser for Off-Campus Study: Dennis Hudson.

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: [240], 250, 251, 260, 263
 - c. non-monotheistic traditions: 270, 271, 272, 273
 - d. monotheistic traditions: 230, [231], 232, [235], 236, 275
3. Every major must take at least one seminar in the department.
4. Courses counting toward the major may not be taken S/U.

The Minor

Advisers: Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Vera Shevzov, Taitetsu Unno, Carol Zaleski.

Requirements: five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions).
2. Four other courses drawn from at least three of the following four groups:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: 101, [240], 250, 251, 260, 263
 - c. non-monotheistic traditions: 270, 271, 272, 273
 - d. monotheistic traditions: 230, [231], 232, [235], 236, 275
3. Courses counting toward the minor may not be taken S/U.

Honors

Director: Carol Zaleski.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

Graduate

Adviser: Bruce Dahlberg.

580a Advanced Studies

4 credits

580b Advanced Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

Russian Language and Literature

Professors

*Maria Nemcová Banerjee, Ph.D.
Alexander Woronzoff-Dashkoff, Ph.D., *Chair*

Associate Professor

†Igor Zelljadt, M.A.

Lecturer

Catherine Woronzoff-Dashkoff, A.B.

A. Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Russian

Four class hours and laboratory. {F} 8 credits

Catherine Woronzoff-Dashkoff

M W F 1:10–2:30 p.m.

220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. {F} 8 credits

Alexander Woronzoff-Dashkoff

M W F 11 a.m.–12:10 p.m.

331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Catherine Woronzoff-Dashkoff

M W F 2:40–4 p.m.

332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a. {F} 4 credits

Catherine Woronzoff-Dashkoff

M W F 2:40–4 p.m.

338a Studies in Language and Literature

Advanced study of a major Russian literary text.

Topic for 1995–96: Bulgakov's *Master and Margarita*. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the instructor. {L/F} 4 credits

Catherine Woronzoff-Dashkoff

Th 7:30–9:30 p.m.

[338b Studies in Language and Literature]

B. Literature

126a Readings in 19th-Century Russian Literature

Topic for 1995–96: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

M W F 9–9:50 a.m.

126b Readings in 20th-Century Russian Literature

Topic for 1995–96: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

M W F 9–9:50 a.m.

[235a Tolstoy]

235b Dostoevsky

In translation. {L} 4 credits

Maria Banerjee

T Th 9–10:20 a.m.

[236b Russian Drama]

**237b The Heroine in Russian Literature from
The Primary Chronicle to Turgenev's *On the Eve***

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century) and the age of romantic realism. In translation. {L} 4 credits

Maria Banerjee

W 7:30–9:30 p.m.

[239a Major Russian Writers]

[340a Seminar: Russian Thought]

[346b Seminar: Pushkin and His Age]

404a Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Russian Literature

Advisers: Members of the Department.

Basis: 220d, 126a and 126b.

Required courses: 331a and 332b and 338a or [338b] and two of the following: [235a], 235b, [236b], 237b, [239a].

One required seminar: [340a], [346b], HST 340a, REL 336b.

Strongly recommended: [HST 239a] and HST 240a.

Russian Civilization

Advisers: Members of the Department.

Basis: 220d.

Required courses: 331a and 332b and two of the following: 126a, 126b, [235a], 235b, 237a, [239a], and three of the following: ECO 209a, GOV 222b, [HST 239a], HST 240a, HST 247a, [REL 231b].

One required seminar: [340a], [346b], HST 340a, REL 336b.

Strongly recommended: 338a or [338b].

Honors

Director: Maria Banerjee.

431a Thesis

8 credits

Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

Science Courses for Beginning Students

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester).

Chemistry and Physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between two sections of CHM 111a and between two sections of PHY 115a (and 116b). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100a	A Survey of the Universe	BIO 205b	Horticulture Laboratory
AST 111b	Introduction to Astronomy	BIO 206a	Conservation of Natural Resources
BIO 100b	Microbiology	CHM 100b	The World Around Us
BIO 104b	Human Biology	CHM 111a	Chemistry I: General Chemistry
[BIO 105b	"Animals Without Backbones": Invertebrates and Human Society]	CSC 101a or b	Computer Literacy
BIO 111a	Introduction to Biology	CSC 111a or b	Computer Science I
BIO 202a	Horticulture	GEO 105a	Natural Disasters: Understanding and Coping
BIO 203a	Horticulture Laboratory	GEO 108b	Oceanography
BIO 204b	Horticulture	GEO 109b	The Environment
		GEO 111a or b	Introduction to Earth History
		IDP 208a	Women's Medical Issues
		PHY 105a	Principles of Physics: Seven Ideas That Shook the Universe
		PHY 106b	The Cosmic Onion: From Quantum World to the Universe
		[PHY 107b	Musical Sound]
		PHY 115a	General Physics
		PHY 115b	General Physics
		PSY 111a or b	Introduction to Psychology

Sociology

Professors

"Peter Isaac Rose, Ph.D.

Myron Peretz Glazer, Ph.D., *Acting Chair (second semester)*

Associate Professors

"Patricia Y. Miller, Ph.D., *Chair (first semester)*

Richard Fantasia, Ph.D.

Assistant Professors

Nancy Whittier, Ph.D.

Marc Steinberg, Ph.D.

Lecturers

Rhonda Singer, M.A.

Michael R. Fraser, M.A.

Lecturer and Laboratory Instructor

Timothy J. Shortell, Ph.D.

Research Associate

Kathleen Weigand

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format meeting.

{S} 4 credits

Patricia Miller, Director

First semester:

Section A: M W F 11 a.m.–12:10 p.m., *Marc Steinberg*

Section B: M W 1:10–2:30 p.m., *Myron Glazer*

Section C: M W 2:40–4 p.m., *Myron Glazer*

Section D: T Th 9–10:20 a.m., *To be announced*

Section E: T Th 10:30–11:50 a.m., *Marc Steinberg*

Section F: T Th 1–2:50 p.m., *Rhonda Singer*

101b Introduction to Sociology

A repetition of 101a. **{S}** 4 credits

Myron Glazer, Director

Section A: M W 1:10–2:30 p.m., *Nancy Whittier*

Section B: M W 2:40–4 p.m., *Nancy Whittier*

Section C: T Th 10:30–11:50 a.m., *Richard Fantasia*

Section D: T Th 3–4:50 p.m., *Richard Fantasia*

201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **{M}** 4 credits

Nancy Whittier, Timothy Shortell

T Th 3–4:50 p.m.; lab Th 7–9 p.m. or F 9–11 a.m.

202b Methods of Social Research

An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include: questionnaire construction, sample design, data analysis, causation and explanatory research. Prerequisite: 201. **{S/M}** 4 credits

Timothy Shortell

T Th 1–2:50 p.m.; lab Th 7–9 p.m.

203b Qualitative Methods

An introduction to qualitative research methods and a practicum in the collection of ethnographic data. Fieldwork and participant-observation. Prerequisite: 201. **{S}** 4 credits

Myron Glazer

W 1:10–4 p.m.

210a Deviant Behavior

An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia, and rebellion.

{S} 4 credits

Patricia Miller

M W 1:10–2:30 p.m.

211a Ethical Issues in Social Organizations

An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries. {S}

4 credits

Myron Glazer

T Th 1–2:50 p.m.

212b Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and the place of race and gender in systems of social stratification. {S} 4 credits

Richard Fantasia

M W 1:10–2:30 p.m.

213b Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. {S} 4 credits

To be announced

To be arranged

216b Social Movements

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and ecological movements. {S} 4 credits

Marc Steinberg

M W F 11 a.m.–12:10 p.m.

218a Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships; urban poverty and homelessness; and strategies for urban revitalization. {S} 4 credits

Richard Fantasia

T Th 10:30–11:50 a.m.

219b Medical Sociology

An examination of the social contexts of health, illness and medical care. Topics include social, environmental and occupational factors in health and disease; the health professions; doctor-patient relationships; structure and processes of health care organizations; health care and social change. Special attention to the position of women and minorities. {S} 4 credits

To be announced

To be arranged

[220a Sociological Perspectives on Women and Work]**221a Sociology of Everyday Life**

An examination of the experiences of the individual in everyday life from the sociological perspective. Focus on the necessity and consequence of human interactions which occur within cultural and structural constraints. (E) {S} 4 credits

Rhonda Singer

T Th 10:30–11:50 a.m.

224b Family and Society

An examination of the historical and contemporary meanings of the concept of “family” in western society. Special attention is given to the relationship between work and family and the diversity in family forms and experience that may arise due to gender, race, class and sexual preferences. {S} 4 credits

Rhonda Singer

T Th 10:30–11:50 a.m.

229a Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender

dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including the economy, politics and the family. **{S}** 4 credits

Nancy Whittier

T Th 9–10:20 a.m.

250a Theories of Society

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and early feminist and African-American theorists, with emphasis on their theories of the development, stratification, structure and consequences of capitalism and modern industrial societies. Open to seniors, juniors and sophomores. **{S}** 4 credits

Marc Steinberg

M W 2:40–4 p.m.

310b Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include women's involvement in the anti-Apartheid struggle in South Africa, the overthrow of the Communist government in Czechoslovakia, resistance during the European Holocaust, the battle over admitting students with AIDS into the public schools. Admission by permission of the instructor. **{S}** 4 credits

Myron Glazer

Th 3–4:50 p.m.

311b Seminar: Contemporary Sociological Theory

A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based focusing on such issues as gender, race, power, class, self, community, culture, social change, ideology and consciousness, etc. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-marxism, post-structuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor.

{S} 4 credits

Marc Steinberg

Th 1–2:50 p.m.

313a Seminar: America's People

Topic for 1995–96: Race, Ethnicity and the Challenge of Pluralism. Focus on the sociology of cultural identity and intergroup relations in the U.S. in the early and late decades of the 20th century.

{S} 4 credits

Peter Rose

T 3–4:50 p.m.

[316b Seminar: Protest, Rebellion and Collective Action]

318a Seminar: The Sociology of Popular Culture

An examination of the social character of taste and the sociology of consumption, production, marketing and design of various popular cultural forms, including fashion, music, sports and theme parks. Sociological and interdisciplinary approaches will be employed to consider debates over the nature of "mass culture," the construction of cultural hierarchies, "Americanization" and the commoditization of culture, and the ways in which popular cultural forms are appropriated by various social groups and are transformed in the movement from local to global markets. (E) **{S}** 4 credits

Richard Fantasia

W 1:10–4 p.m.

323b Seminar: Gender and Social Change

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender, and the growth of a politics of identity.

Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion and pro-choice movements. **{S}** 4 credits

Nancy Whittier

T 3–4:50 p.m.

PPL 353a Seminar: U.S. Immigration and Refugee Policy

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, immigration laws, mutual assistance and legal aid. Demographic and ethnography of particular ethnic groups. Admission by permission of the instructor. 4 credits

Peter Rose

M 7:30–9:30 p.m.

General Courses

404a Special Studies

By permission of the department, for junior and senior majors. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Adviser for Study Abroad: Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either 310, 311, 313, 323. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major

credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a pass/fail basis.

The Major in Sociology and Anthropology

Advisers: Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis.

SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology. Normally, majors may not take SOC 201 or SOC 250 on a pass/fail basis.

The Minor in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Nancy Whittier.

Basis: same as for the major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and SOC 311 during the senior year;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

580b Special Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

4 or 8 credits

Spanish and Portuguese

Professor

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature)

Associate Professors

Charles Cutler, Ph.D., *Chair*

†Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies)

Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

Assistant Professors

Angeles J. Placer, Ph.D.

Maria Estela Harretche, Ph.D.

Reyes Lázaro, Ph.D.

Lecturers

Nicomedes Suárez Araúz, Ph.D.

Silvia Berger, M.A.

Assistant

Carolina Alzate

It is expected that courses shown in brackets without a future offering date will be taught within the next three years.

All courses are taught in Spanish or Portuguese unless otherwise indicated.

Those intending to spend a Junior Year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Portuguese Language

Credit is not granted for the first semester only of the year-long language course.

POR 100d Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. **{F}** 8 credits

Charles Cutler

M W F 11 a.m.–12:10 p.m.

[POR 120b Intermediate Portuguese]

POR 210b Literature and Culture in the Portuguese-Speaking World

Cultural and racial identity and national/regional consciousness in modern Brazilian literature, film and music. Authors such as Machado de Assis, Euclides da Cunha, Mário de Andrade, Jorge Amado, Darcy Ribeiro, Clarice Lispector; Cinema Novo directors include Nelson Pereira dos Santos, Glauber Rocha, Carlos Diegues and Susana Amaral; composer-singers such as João Gilberto, Jobim, Gilberto Gil, Jorge Bem, Milton Nascimento. Musical styles cover Bossa Nova, Samba, Capoeira, Afoxé, Forró. Conducted in English. **{L/A}** 4 credits

Charles Cutler

M W F 10–10:50 a.m.

POR 220a Literary Currents in the Portuguese-Speaking World

A study of major literary figures of the modern period from Brazil, Portugal and Portuguese-speaking Africa: Fernando Pessoa (Portugal), Drummond de Andrade (Brazil), Clarice Lispector (Brazil), Jorge Amado (Brazil), Luandino Vieira (Angola), Luis Bernardo Honwana (Mozambique) and others. Conducted in Portuguese. Prerequisite: POR 100d or its equivalent. **{L/F}** 4 credits

Charles Cutler

M W F 10–10:50 a.m.

[POR 221b Literary Currents in the Portuguese-Speaking World]

Spanish Language

Credit is not granted for the first semester only of year-long language courses.

SPN 100d Elementary Spanish

Enrollment limited to 18 students per section. Priority given to students who registered in the previous spring. {F} 8 credits

Sec. A: *Carolina Alzate* (first semester); *Angeles Placer* (second semester), M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. B: *Nicomedes Suárez Araúz*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

Sec. C: *Carolina Alzate* (first semester); *Angeles Placer* (second semester), M W F 11 a.m.–12:10 p.m.

Sec. D: *Silvia Berger* (first semester); *Alice Clemente* (second semester), M W F 1:10–2:30 p.m.

Sec. E: *To be announced*, M W F 1:10–2:30 p.m.

SPN 110d Intensive Spanish

{F} 12 credits

Reyes Lázaro

Six class hours as follows: M W F 9–9:50 a.m., T Th 9–10:20 a.m.

SPN 120a Intermediate Spanish

Review of grammar and reading of modern prose.

Prerequisite: SPN 100 or the equivalent. {F} 4 credits

Sec. A: *To be announced*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. B: *Nicomedes Suárez Araúz*, M W F 11 a.m.–12:10 p.m.

Sec. C: *To be announced*, M W F 1:10–2:30 p.m.

Sec. D: *Angeles Placer*, M W F 2:40–4 p.m.

SPN 120b Intermediate Spanish

A repetition of 120a. Prerequisite: SPN 100 or the equivalent. {F} 4 credits

Angeles Placer

M W F 1:10–2:30 p.m.

SPN 200a Grammar, Composition and Reading

Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American literary texts. Prerequisite: SPN 100, 110, 120 or the equivalent. {F} 4 credits

Sec. A: *Silvia Berger*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

Sec. B: *Maria Estela Harretche*, M W F 11 a.m.–12:10 p.m.

Sec. C: *To be announced*, M W F 1:10–2:30 p.m.

SPN 200b Grammar, Composition and Reading

A repetition of 200a. Prerequisite: SPN 100, 110, 120 or the equivalent. {F} 4 credits

Silvia Berger

M W F 10–10:50 a.m., Th 4–4:50 p.m.

SPN 220a Intermediate Conversation and Composition

Intensive oral and written work on cultural topics and issues related to the Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction. Students are required to spend at least one hour per week in CFLAC. Enrollment limited to 18. Prerequisite: four entrance units or 110d, 120, or 200. {F} 4 credits

Sec. A: *Silvia Berger*, M W F 11 a.m.–12:10 p.m.

Sec. B: *Nicomedes Suárez Araúz*, M W F 2:40–4 p.m.

SPN 222b Advanced Composition

A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. {F} 4 credits

Nicomedes Suárez Araúz

M W F 11 a.m.–12:10 p.m.

Spanish Literature

SPN 214a The Cultures of Spain

An introduction to Spanish history and culture from the Middle Ages to the present, with special emphasis on the 19th and 20th centuries. In addition to the required readings, video, film and works from the Smith College art museum will be studied. The course will be taught entirely in Spanish. A satisfactory command of the language is required. **{L/F}** 4 credits

Maria Estela Harretche

M W F 9–9:50 a.m.

[CLT 246a The Picaresque Tradition]

SPN 250a Literary Currents in Spain I

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120, or 200. **{L}** 4 credits

Alice Rodrigues Clemente

M W F 11 a.m.–12:10 p.m.

SPN 251b Literary Currents in Spain II

Literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120, or 200. **{L}** 4 credits

Alice Rodrigues Clemente

M W F 11 a.m.–12:10 p.m.

Latin American Literature

SLL 260a Survey of Latin American Literature I

A historical perspective of Latin American literature as expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Prerequisite: four entrance units or 110d, 120, or 200. **{L}** 4 credits

Marina Kaplan

T Th 3–4:50 p.m.

SLL 261b Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to

be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Prerequisite: four entrance units or 110d, 120, or 200.

{L} 4 credits

Marina Kaplan

T Th 3–4:50 p.m.

[SLL 265b Topics in Latin American Literature]

[CLT 268b Latina and Latin American Women Writers]

Upper Division Courses in Spanish Literature

The prerequisites for the following Spanish courses are 250a or 251b, or permission of the instructor.

The Formative Period

CLT 322b Words and Music in Medieval Lyric

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin, Alfonso X of Castile. Special attention will be given to relationships between texts and their musical settings in such genres as the Provençal *canço* and the Galician-Portuguese *cantiga*. A reading knowledge of music or of French, Spanish or Portuguese, while helpful, is not required. Offered in alternate years.

{L/A} 4 credits

Alice Clemente and Paul Evans (Music)

T Th 3–4:50 p.m.

SPN 330b The Epic Tradition: Poems, Chronicles and Ballads

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*.

{L/F} 4 credits

Maria Estela Harretche

T Th 1–2:50 p.m.

[SPN 331a The Structure of the Spanish Middle Ages in Literature]

[SPN 332a *El Libro de buen amor* and *La Celestina*]

The Imperial Period

SPN 340a Cervantes: The Birth of the Modern Novel

Detailed reading and discussion of *Don Quixote de la Mancha* with special attention given to the intellectual and artistic background of Cervantes' literary creation. {L/F} 4 credits

Alice Rodrigues Clemente

T Th 1–2:50 p.m.

[SPN 344b **Ideological Framework of the Imperial Age**]

[SPN 345b **Renaissance and Baroque Prose**]

[SPN 347b **Golden Age Drama**]

The Modern Period

[SPN 360b **19th-Century Literature in the Context of Cultural History: From Romanticism to Realism**]

[SPN 362b **Galdós**]

[SPN 363a **Contemporary Women Novelists of Spain**]

[SPN 364a **Tradition and Dissent: The Generation of '98**]

SPN 365a Spanish Post-War Novel

An examination of the transformations in Spanish society from the end of the Civil War (1939) to the nineties. Readings include novels and short stories by writers who lived during Franco's dictatorship either in Spain (Cela, Sánchez Ferlosio, Martín Gaité) or in exile (Andújar, Ayala, Sender, Zambrano, Chacel), as well as writers who focused on the post-Franco era (Montero, Atxaga, Muñoz Molina, Puértolas, Sánchez). {L/F} 4 credits

Reyes Lázaro

M W F 11 a.m.–12:10 p.m.

[SPN 366b **The Heritage of Modernism: 20th-Century Spanish Poetry**]

CLT 367b Imagined Homes: Literary Interpretations of the National Question

This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican and Palestinian authors whose attitudes with respect to their involvement in the national project differ greatly. Common thematic concerns which will be stressed are the depiction of Home, the relationship with the dominant culture, violence and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying the national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora requires. {L} 4 credits

Reyes Lázaro

M W F 11 a.m.–12:10 p.m.

Upper Division Courses in Latin American Literature

A study of Latin American literature through one of four focuses: genre, region, themes or literary movements. In all four, emphasis will be placed on such issues as changing political, social and regional contexts; race, gender and national identity; and European and North American models.

Each course will be an examination of the different ways in which Latin American literature attempts to define its identity and to produce an autonomous discourse.

Prerequisite for all four courses is SLL 260a or 261b or permission of the instructor. A student may repeat a course when the topic is different.

LAS 301a Seminar: Topics in Latin American Studies

SLL 370a Literary Genres in Spanish America

Topic for 1995–96: Latin American 20th-Century Poetry Beginning with Hispanic American Modernismo. We will initiate the close reading of a selection of some of the most relevant Latin American poetry of this century. Works by Darío,

Huidobro, Borges, Paz, Vallejo, Juana de Ibarbourou, Alfonsina Storni, Nicolás Guillén, Palés Matos, Julia de Burgos, Neruda, Nicanor Parra, Ernesto Cardenal and others. In our interpretation, we will be placing each work within the context of the social, political and aesthetic canons that have informed these literary creations. **{L/F}**

4 credits

Angeles Placer

T Th 3–4:50 p.m.

SLL 371b Latin American Literature Within a Regional Context

Topic for 1995–96: Literature of Argentina and Uruguay, 19th and 20th Century. This region, the *Río de la Plata* area, has produced two distinct genres: the *gauchesca* and fantastic literature, as well as many distinguished examples of other modes of fiction. We will study one gaucho protest song (selections) and fiction by women of the 19th century; the 20th century will be devoted to fantastic stories by Borges and Cortázar, and fiction by Onetti and Tununa Mercado. Writing in relation to the “law of the father” (social, symbolic, literary, psychoanalytic) is a theme running through the course. **{L/F}** 4 credits

Marina Kaplan

T Th 1–2:50 p.m.

[SLL 372b Themes in Latin American Literature]

[SLL 373a Literary Movements in Spanish America]

SPP 404a Special Studies in Peninsular and Latin American Literatures

By permission of the department, for senior majors and honors students. 4 credits

SPP 404b Special Studies in Peninsular and Latin American Literatures

4 credits

SPP 424a Special Studies in Language Teaching

Admission for seniors by permission of the department. 4 credits

SPP 424b Special Studies in Language Teaching

4 credits

The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended.

Adviser for the Spanish Major: Reyes Lázaro.

Adviser for the Latin American Literature Major: Angeles Placer.

Adviser for the Luso-Brazilian Major: Charles Cutler.

Adviser for Study Abroad: Maria Estela Harretche.

The S/U grading option is not allowed for courses counting toward the majors.

The courses that are the basis for the majors are normally to be taken at Smith College.

Spanish

Basis: SPN 250a and SPN 251b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (formative, imperial, modern); three of these, one in each period, must be taken in the department at Smith College. Students are urged to take at least one course in Latin American Literature.

Latin American Literature

Basis: SLL 260a and SLL 261b.

Requirements: three courses from the following: SLL 370, 371, [372], [373], 404; one course related to Brazil; and three additional courses in the

department, such as SPN 220, [SLL 265], [CLT 268], and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

For students interested not only in literature, but in such fields as anthropology, economics, government and history.

Luso-Brazilian Studies

Basis: HST 260a and 263b.

Requirements: two of the following: POR 220, [POR 221], [SLL 265]; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, anthropology, art, economics, government, history, or literature, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

The Minors

Advisers: Same as listed for the majors.

Spanish Literature

Requirements: five courses in Spanish literature. These must include SPN 250a and 251b, and two courses at the 300 level.

Latin American Literature

Requirements: five courses in Latin American literature. These must include SLL 260a and 261b, and two courses at the 300 level.

Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

Luso-Brazilian Studies

Requirements: six courses dealing with the Portuguese-speaking world to be selected from anthropology, art, dance, economics, government, history, or literature. These must include HST 260 and [261] and two courses selected from the following: POR 220, [POR 221], [SLL 265], and one 300-level course.

Honors

Director for Spanish Literature: Alice Rodrigues Clemente.

Director for Latin American Literature: Nancy Saporta Sternbach.

431a Thesis
8 credits

Spanish Literature

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Latin American Literature

Requirements: same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Theatre

Professor

Leonard Berkman, D.F.A.

Associate Professors

**John D. Hellweg, Ph.D.

Catherine H. Smith, M.F.A., *Chair*

†Deborah Lubar, M.F.A.

Assistant Professors

Andrea Hairston, M.A.

Ellen Kaplan, M.F.A.

**Susan Clark, Ph.D.

Nancy Schertler, B.A.

Phillip Baldwin, M.F.A.

Carla Kirkwood, M.F.A.

Dong-il Lee, Ph.D.

Research Associate

Martha Richards

100a The Art of Theatre Design

An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15.

{A} 4 credits

Phillip Baldwin

T Th 9–10:20 a.m.

100b The Art of Theatre Design

A repetition of 100a. 4 credits

Catherine Smith

M W F 10–10:50 a.m.; lab M 2:40–4 p.m. at the option of the instructor

198a Theatre and Society: Prehistory to the Renaissance

Sex, religion and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience, from the birth of theatre in ritual, to religious theatre in Japan and Europe, through the popular theatre of the Renaissance. How nationalism, ethnicity, gender, sexuality, gods, class and other social concepts are constructed

through playwriting, performance and presentation. The course will serve as a foundation for the study of contemporary multicultural drama. Attendance will be required at selected performances.

{L/H/A} 4 credits

Susan Clark

T Th 10:30–11:50 a.m.

199a Theatre and Society: Renaissance to the Birth of Modern Drama

Sex, religion and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience, from the entertainments of the Renaissance, to romanticism and the birth of melodrama, through the beginnings of realism and modern movements in the theatre. How nationalism, ethnicity, gender, sexuality, gods, class and other social concepts are constructed through playwriting, performance and presentation. The course will serve as a foundation for the study of contemporary multicultural drama. Attendance will be required at selected performances.

{L/H/A} 4 credits

Susan Clark

T Th 1–2:50 p.m.

A. History, Literature, Criticism

[211b European Drama: From *Commedia* to Chekhov]

Exploration of innovation and change in the European theatre from the Renaissance to the early 20th century. Representative work from 1513 to 1904 will be considered historically and analytically with reference to dramatic theory, comparative symbology, native dramatic traditions and the creation of an international repertoire. Playwrights to be considered include Gozzi, Goldoni, Shakespeare, Tirso de Molina, Lope de Vega, Calderón de la Barca, Molière, Racine, Schiller, Büchner, Ibsen and Chekhov. Through readings, presentations and films, the course places major dramas of the era in their social and theatrical contexts. To be offered in Spring 1998. {L/H/A} 4 credits

[213a American Theatre and Drama]

A survey extending from America's early struggle to develop a national voice in drama and popular entertainment to the current proliferation of many voices under the American banner. The course will explore the representation of Native Americans, women, African Americans, Hispanics and homosexuals in the drama of the nation. Some playwrights who will be studied include Miller, Hwang, O'Neill, Fommes, Wilson, Valdez, Neihardt, Childress, Hurston, Kopit, Shange, Treadwell, Glaspell, Chambers and Fierstein. In addition to writers, the work of designers, managers and directors who helped to shape the "melting pot" of American drama will be examined. To be offered in 1996–97. {L/H/A} 4 credits
Susan Clark

214a Black Theatre

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. Attendance required at selected performances. {L/H/A} 4 credits

Andrea Hairston

T Th 10:30–11:50 a.m.

217a Modern European Drama

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. {L/H/A} 4 credits

Leonard Berkman

T Th 9–10:20 a.m.

218b Modern European Drama

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, Page and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. {L/H/A} 4 credits

Leonard Berkman

T Th 9–10:20 a.m.

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

[300a Women in Theatre]

An exploration of women who have shaped the contemporary theatre either directly or historically. The course will examine plays written by women, ranging from the Middle Ages to the 1990s, as well as study the careers and accomplishments of women directors, managers and performers. Struggles over issues of equality, sexuality, class, ethnicity and politics will provide the cultural background for discussions. Particular productions will be highlighted "defining moments" in the history of women in the theatre. Among the women to be studied: Hroswitha, Behn, Vestris, Mowatt, Cushman, Duncan, Duse, Bernhardt, Churchill, Glaspell, Terry, Shange, Mann, Akalaitis and Hughes. Permission of the instructor is required. To be offered in 1996–97. {L/H/A} 4 credits

Susan Clark

313a Masters and Movements in Drama

Topic for 1995–96: Contemporary Performance and Public Art Practices. An exploration of the role of contemporary performance and the new American public art movement. Interdisciplinary performance, personal narrative as public testimony, multicultural texts and feminist performance theories will also be discussed. Special attention will be paid to issues of gender, race, class, sexual preference, freedom of speech and methods of organizing political debate within a community. Permission of the instructor is required. Enrollment limited to 12. {L/A} 4 credits

Carla Kirkwood

M W 2:40–4 p.m.

313b Masters and Movements in Drama

Topic for 1995–96: Chinese Theatre in Performance. A survey of classical and contemporary Chinese theatre with an emphasis on performance techniques. Areas to be explored include Chinese classical opera forms (*Jing ju, Kunqu*), contemporary Chinese theatre (*Hua ju*) and the model operas (*ba ge yang ban xi*) developed during the “Cultural Revolution” (1966–76). The course will include instruction in basic opera performance techniques. Slides and video tapes will supplement course reading materials. Permission of the instructor required. Enrollment limited to 18.

{H/A} 4 credits

Carla Kirkwood

M W 2:40–4 p.m.

314b Masters and Movements in Drama

Topic for 1995–96: Voices of Transition: Theatre and Cinema in the “Other Europe” Today. A look at new film, theatre and fiction in post-communist societies in Central and Southeastern Europe, focusing on Hungary, Romania, Bulgaria and Balkan countries. Little is known in the West about this area of the world, an area of ethnic fragmentation, frequent upheaval, and a major crossroads of Europe, where East meets West, Christianity meets Islam and now, where the “free market” is meeting a subsidized economy. Ethnic violence, contestation of borders and economic restructuring have made for exciting transitions and innovations in the work of contemporary artists. {L/A} 4 credits

Ellen Kaplan and Cathy Portugues (UMass)
T 1–4 p.m.

315b Colloquium: African and Caribbean Theatre

A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimee Cesaire, Derek Wallcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20. Attendance required at selected performances. {L/H/A} 4 credits

Andrea Hairston

T Th 10:30–11:50 a.m.

316a Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of gender, class and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinias, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois, Margaret Hollingsworth and Sharon Pollock. {L/A} 4 credits

Leonard Berkman

T Th 10:30–11:50 a.m.

[317a Movements in Design]**[318b Movements in Design]****REL 373a Colloquium: Religion and Theatre in Southeast Asia**

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimilations of the *Mahabharata*, *Ramayana* and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is re-

quired. **{A}** 4 credits

John Hellweg, Dennis Hudson (Religion)

T Th 3–4:50 p.m.

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required *will not* assure course admission.

141a Acting I

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required. **{A}** 4 credits

Sec. 1: M W 10 a.m.–noon, *John Hellweg*

Sec. 2: T Th 1–2:50 p.m., *Ellen Kaplan*

141b Acting I

Section 1: A repetition of 141a.

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required. **{A}** 4 credits

Carla Kirkwood

M W 10–11:50 a.m.

Section 2: A Journey to Sacred Time and Space.

An introductory course which is designed as a deeply involving transformational journey to sacred time and space, challenging the student intellectually, emotionally and physically while facilitating the development of a sense of individual and collective empowerment as actors. The course will explore diverse aspects of performance/ritual with emphasis on balance, dilation, energy, montage, omission, opposition and rhythm. We will use the performance techniques developed in Eugenio Barba's *The Secret Art of the Performer* and Augusto Boal's *The Theatre of the Oppressed*. The work of this course will also incorporate Korean traditional performance techniques, particularly transformational acting techniques from shamanistic ritual (*Kut*), masked dance (*Talchum*) and

contemporary political theatre (*Madang kut*).

Enrollment limited to 18. Permission of the instructor is required. 4 credits

Dong-il Lee

T Th 10:30–11:50 a.m.

[151a Stagecraft]

151b Stagecraft

A repetition of 151a. Enrollment limited to 25. **{A}** 4 credits

Phillip Baldwin

M W 10 a.m.–12:10 p.m.

200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 18, 1995, at 4 p.m. Attendance is mandatory. 1 credit

Phillip Baldwin, Director

200b Theatre Production

A repetition of 200a. There will be one general meeting on Monday, February 5, 1996, at 4 p.m. in the Green Room, Theatre Building. Attendance is mandatory. 1 credit

Phillip Baldwin, Director

[242a Acting II]

242b Acting II

Topic for 1995–96: Scene Study. Building on a basic groundwork in acting technique, we explore script analysis, building a character and rehearsal technique as they apply to scene work. We will learn how to score a role, with emphasis on discovering action, objective and obstacle, developing the inner life of the character and making choices in the scene. Prerequisite: 141a or b. Enrollment limited to 16. Permission of the instructor is required. 4 credits

Ellen Kaplan

M W 10–11:50 a.m.

243a Acting II

Transformational Acting Techniques—Masked Dance Improvisation. An introduction to the transformational acting techniques through traditional masks, dances, drums, mimes and songs based on various traditional performing arts of Korea. These basic techniques will lead the performer to explore the sacred and creative time and space of theatre that integrates body, breath and mind into one. Our goal in this course is to provide the physical and spiritual foundations for an actor to commit wholly and truthfully to the dramatic actions of diverse styles in world theatre. Students will develop a collaborative performance project by learning dance movements, making their own masks and playing basic rhythms of Korean traditional music instruments. Enrollment limited to 14. Permission of the instructor required. 4 credits

Dong-il Lee

T Th 3–4:50 p.m.

243b Acting II

Transformational Acting Techniques—Masked Dance Improvisation. A repetition of 243a. Enrollment limited to 14. Permission of the instructor is required. 4 credits

Dong-il Lee

M W 10–11:50 a.m.

DAN 249b The Mindful Body: Resources for Performing and Visual Artists

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. 2 credits

Susan Waltner, Monica Jakuc (Music)

To be arranged

252a Scene Design I

Study of the historical and contemporary contribution of space and environment to the creation of the world of the play and to the theatre experience as a whole, with emphasis on the theory and creative process of design and skills for design com-

munication. L and P. Enrollment limited to 14. **{A}** 4 credits

Phillip Baldwin

M W 1:10–3:30 p.m.; lab to be arranged

252b Scene Design I

A repetition of 252a. Enrollment limited to 14. **{A}** 4 credits

Phillip Baldwin

M W 1:10–3:30 p.m.; lab to be arranged

253a Lighting Design I

The exploration of the role of light in the composition of the visual frame, and as a medium for expression in both theatre and dance. Production work is required. L. **{A}** 4 credits

Nancy Schertler

T Th 9–10:20 a.m.; lab F 1:10–4 p.m. at the option of the instructor

253b Lighting Design I

A repetition of 253a. **{A}** 4 credits

Nancy Schertler

W F 11 a.m.–12:10 p.m.; lab to be arranged

254a Costume Design I

The elements of line, texture, color and gesture, and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. **{A}** 4 credits

Catherine Smith

M W F 11 a.m.–12:10 p.m.; lab M 2:40–4 p.m. at the option of the instructor

[254b Costume Design I]**261a Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. **{A}** 4 credits
Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.
Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

261b Writing for the Theatre

A repetition of 261a. **{A}** 4 credits
Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.
Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

262a Writing for the Theatre

Advanced work. Prerequisite: 261a or b. I. and P.

{A} 4 credits

Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.

Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

262b Writing for the Theatre

A repetition of 262a. {A} 4 credits

Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.

Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

[342a Acting III]**[343b Acting III]****344a Directing I**

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8. {A} 4 credits

Carla Kirkwood

T Th 9–10:20 a.m.

344b Directing I

A repetition of 344a.

Permission of the instructor is required. Enrollment limited to 8. {A} 4 credits

Ellen Kaplan

T Th 9–11:50 a.m.

345a Directing II

Theoretical and practical aspects of scenic direction, through structural analysis of texts of varying styles and genre. Selecting, responding to and articulating a unique vision for a text; working on problems of staging, research and rehearsal methodologies. Final presentation will be a substantial directing project for the stage (one-act play, original performance project) or videotape. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. {A} 4 credits

Carla Kirkwood

M W 10–11:50 a.m.

[345b Directing II]**[352a Scene Design II]****[352b Scene Design II]****353a Lighting Design II**

An advanced study in lighting design which further explores design choices and the role a lighting designer plays in the collaborative whole that is theatre. This class will focus on both the aesthetic as well as the technical components of lighting design through script analysis, project-on-paper work and in realized designs. Production work is required.

Prerequisite: 253a or b and P. {A} 4 credits

Nancy Schertler

T Th 1–2:50 p.m.; lab F 1:10–4 p.m. at the option of the instructor

353b Lighting Design II

A repetition of 353a. {A} 4 credits

Nancy Schertler

W F 1:10–2:30 p.m.; lab F 2:30–4 p.m.

354b Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Prerequisites: 254a or b and P. {A} 4 credits

Catherine Smith

M W 1:10–2:30 p.m.; lab W 2:40–4 p.m. at the option of the instructor

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

400b Special Studies

1 to 4 credits

Dance (See Dance Department also.)

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ellen Kaplan.

Basis: 198a and 199a.

Requirements: 10 semester courses, including the following:

1. 198a and 199a as the basis.
2. A poly-cultural sampling of three courses from Division A: history, literature, criticism.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141a or b or a four-credit dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography, or playwriting course (344a or b, 261a or b, or DAN 353a or b).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or 273; one additional course in Dance Theory at the 300 level, and one additional four-credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222a, ENG 222b; dramatic literature in any of the language departments.

The Minor

Advisers: Members of the Department.

Requirements: six courses.

Basis: 198a and 199a.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing, or Playwriting; and
- c. Costume, Lighting, or Scene Design.

Honors

Director: Leonard Berkman.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
 - a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
 - b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by

a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).

4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

Graduate

Advisers: Leonard Berkman and Andrea Hairston.

M.F.A. in Playwriting, please refer to page 59.

512a Advanced Studies in Acting, Speech and Movement

4 credits

Members of the Department

512b Advanced Studies in Theatre

4 credits

Members of the Department

513a Advanced Studies in Design

4 credits

A. Scene Design

Phillip Baldwin

B. Lighting Design

Nancy Schertler

C. Costume Design and Cutting

Catherine Smith

D. Technical Production

To be announced

513b Advanced Studies in Design

A repetition of 513a. 4 credits

515a Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

4 credits

Members of the Department

515b Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

A repetition of 515a. 4 credits

Members of the Department

580a Special Studies

4 credits

Members of the Department

580b Special Studies

4 credits

Members of the Department

590d Research and Thesis Production Project

8 credits

Members of the Department

590a Research and Thesis Production Project

4 credits

Members of the Department

590b Research and Thesis Production Project

4 credits

Members of the Department

Third World Development Studies

Advisers

Elizabeth Hopkins, Professor of Anthropology, *Co-Director*

Nola Reinhardt, Associate Professor of Economics, *Co-Director*

******Ann Zulawski, Assistant Professor of History and of Latin American Studies

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

AFRO-AMERICAN STUDIES

[218b History of Southern Africa (1600 to about 1980)]

ANTHROPOLOGY

231a Africa: A Continent in Crisis
[232a Politics in Non-Western Societies]
236b Economic Anthropology
[237b Native South Americans: Conquest and Development]
[340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]

341b Seminar: Ritual, Ideology and Power
[343b Seminar: Knowledge and Power: The Encounter Between Western Science and India]

ECONOMICS

209b Comparative Economic Systems
211a Economic Development
[213b The World Food System]
214b The Economics of the Middle East and North Africa
311a Seminar: Economic Development in East Asia
318b Seminar: Latin American Economics

GOVERNMENT

224a Governments and Politics of the Middle East and North Africa
[226a Latin American Political Systems]
227a Government and Politics of Sub-Saharan Africa
230b Government and Politics of China
231b Government and Plural Societies
233b Problems in Political Development
321b Seminar: Power and Politics in Africa
322a Seminar in Comparative Government: Mexican Politics from 1910–Present
[324a Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
[325a Seminar in Comparative Government]
344a Seminar on Foreign Policy of the Chinese People's Republic
345a Seminar: South Africa in World Politics

- 348a Seminar: Conflict and Cooperation
in Asia
- [349b Seminar: The Political Economy of
the Newly Industrializing Countries
of Asia]
- [352a Seminar: International Development
Policy]

HISTORY

- 207a Islamic Civilization to the 15th
Century
- [208b The Middle East Since the 15th
Century]
- 209b Topics in Middle Eastern History
- [210b Modern India]
- [211a The Emergence of China]
- [212b China in Transformation, A.D. 700–
1850]
- 214b Aspects of Chinese History: Religion
in China
- 260a Colonial Latin America, 1492–1821
- [261b National Latin America, 1821–
Present]
- [263b Continuity and Change in Spanish
America and Brazil]
- [361b Problems in the History of Spanish
America and Brazil]

Interdepartmental

LATIN AMERICAN STUDIES

- 100a Perspectives on Latin America
- 301a Seminar: Topics in Latin American
Studies

Urban Studies

Advisers

Martha Ackelsberg, Professor of Government

†Randall Bartlett, Professor of Economics,

Director

Richard Fantasia, Associate Professor of Sociology

*Helen Searing, Professor of Art

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

AFRO-AMERICAN STUDIES

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

ART

[202b History of City Planning and Landscape Design]
[206 Great Cities]
215b Ancient Cities and Sanctuaries
[257b American Architecture and Urbanism]
[258b Architecture of the 20th Century]
290b Colloquium: Architectural Studies
Topic for 1995–96: Building Types

ECONOMICS

[230b Urban Economics]

EDUCATION

200a Education in the City

ENGLISH

248b American Literature from 1865 to 1914

Government

204a Urban Politics
[311b Seminar in Urban Politics]

SOCIOLOGY

213b Ethnic Minorities in America
218a Urban Sociology
313a Seminar: America's People. Topic for 1995–96: Race, Ethnicity and the Challenge of Pluralism

Women's Studies

Members of the Women's Studies Program Committee for 1995-96

Martha Ackelsberg, Professor of Government and of Women's Studies

Brenda Allen, Assistant Professor of Psychology

Raphael Atlas, Associate Professor of Music

*Susan Clark, Assistant Professor of Theatre

Rosetta Marantz Cohen, Assistant Professor of Education and Child Study

Leyla Ezdinli, Assistant Professor of French Language and Literature

Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature

*Alice Hearst, Instructor in Government

Reyes Lázaro, Assistant Professor of Spanish and Portuguese

Helen Lefkowitz Horowitz, Professor of History and of American Studies

†Ann Jones, Professor of Comparative Literature

*Frédérique Marglin, Professor of Anthropology

Margaret Sarkissian, Assistant Professor of Music
Marilyn Schuster, Professor of French Language and Literature and of Women's Studies

Christine Shelton, Associate Professor of Exercise and Sport Studies

Nancy Shumate, Associate Professor of Classical Languages and Literatures

Patricia Sipe, Associate Professor of Mathematics

Cynthia Smith, Associate Professor of Afro-American Studies

Ruth Solie, Professor of Music

Elizabeth Spelman, Professor of Philosophy and of Women's Studies

†Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese and of Women's Studies

Susan Van Dyne, Professor of Women's Studies and of English Language and Literature, *Chair and Director*

Nancy Whittier, Assistant Professor of Sociology

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences and natural sciences. A major in women's studies seeks to understand the experience and cultural produc-

tion of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the 300 level) from a list compiled by the program committee each year. WST 250, Methods in Women's Studies and WST 350, Gender, Culture and Representation must be included

among those courses. Neither may be taken S/U. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated *component courses* in which the study of women or gender is a substantial issue or unit of study.

Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
2. Her distribution of courses should also enable a student to understand the differences that race, class and culture make to women's experience in one or more of her elective courses.
3. A student will focus her study by taking at least three courses in one of three concentrations:
 - a. *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, psychology, public policy);
 - b. *values and meaning* (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion and theatre); and
 - c. *cross-cultural studies* (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and government, history and literature that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

4. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Women's Studies Program Committee.

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

400b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

430d Thesis

8 credits

The Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six *core courses*, including WST 250, Methods in Women's Studies. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences that race, class and culture produce in women's experience.

With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her minor, the questions addressed and the methods used, as part of her certification for the minor.

With the approval of her adviser, a student may count Five College women's studies courses toward the minor.

Note: Courses designated as seminars are limited enrollment and are open only to juniors, seniors and graduate students, by permission of the instructor.

Approved courses for 1995-96

Core Courses

WST 250a Methods in Women's Studies

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social and political choices made by women in the past and present. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30. 4 credits

Elizabeth Spelman

M W F 11 a.m.-12:10 p.m.

WST 250b Methods in Women's Studies

A repetition of 250a. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30. 4 credits

Susan Van Dyne

M W F 11 a.m.-12:10 p.m.

WST 300a Special Topics in Women's Studies

Topic for Fall 1995: Women, Risk and Decision: Controversies in Women's Health. We will explore the factors that influence and determine individual and social decisions about health. We will pay

special attention to scientific arguments and quantitative methods used in risk evaluation and decision making, and their relation to social and political factors. Topics may include infant mortality, teen pregnancy and prenatal care; current viewpoints on women and heart disease, AIDS and breast cancer; testing and approval of new drugs; genetic engineering; health and the environment. The health issues themselves, the critical evaluation of scientific information, the role of women's groups organized around these issues, and social, political and ethical concerns will be interwoven throughout the course. Prerequisite: 250. Enrollment limited to Women's Studies majors and minors. {S} 4 credits

Patricia Sipe

M W F 11 a.m.-12:10 p.m.

WST 300b Special Topics in Women's Studies

Topic for Spring 1996: The Victorian Parlor: A historical investigation of the Parlor, and domestic interiors more broadly, as the primary site for the gender formation of middle-class young women during the 19th century. The class will consider many aspects of domestic life and manners, including etiquette, clothing, courtship and the acquisition of "accomplishments," in both American and European settings; we will explore as well the role of the labor of lower-class women in supporting the genteel life and mores. The course will include one or two field trips to nearby Victorian homes now preserved and open to the public. Prerequisite: 250. Enrollment limited to Women's Studies majors and minors. 4 credits

Ruth Solie

M W F 11 a.m.-12:10 p.m.

WST 350a Gender, Culture and Representation

This senior integrating seminar for the women's studies major examines how gender is structured and represented in a variety of arenas including art, politics, law and popular culture. Through the critical reading of key contemporary works of feminist theory and intensive investigation of multidisciplinary case studies, we will study the variety and ambiguities of political and symbolic representation—how can one woman's experience "stand for" another's? Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is

required of all women's studies majors, and may not be elected S/U. 4 credits

Susan Van Dyne

M W 2:40–4 p.m.

WST 350b Gender, Culture and Representation

A repetition of 350a. Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors, and may not be elected S/U. 4 credits

Marilyn Schuster

M W 2:40–4 p.m.

AAS 212b Culture and Class in the Afro-American Family

Ann Ferguson

T Th 10:30–11:50 a.m.

[AAS 217b History of the Afro-American Woman and the Feminist Movement, 1830 to the Present]

Ann Ferguson

AAS 220a Women of the African Diaspora

Ann Ferguson

M W F 9–9:50 a.m.

AAS 326b Seminar: The Sociocultural Development of the Afro-American Woman

Ann Ferguson

T Th 3–4:50 p.m.

AAS 348a Black Women Writers

Cynthia Smith

T Th 9–10:20 a.m.

[ANT 243b The Pursuit of Ecology: Gender, Knowledge, Culture]

Frédérique Apffel-Marglin

ANT 244b Woman/Body/Self Cross Culturally

Prerequisites: ANT 130a or b or WST 250 or permission of the instructor.

Frédérique Apffel-Marglin

T Th 1–2:30 p.m.

ARH 292b Colloquium: Film and Art History

Topic for 1995–96: En-gendering Stardom: The Construction of Female Personas in Hollywood

Film.

Barbara Kellum

T Th 9–10:20 a.m.; screening M 7–9 p.m.

CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture

Nancy Shumate

T Th 1–2:50 p.m.

[CLT 230a Unnatural Women: Mothers Who Kill Their Children]

Thalia Pandiri

[CLT 235b Fairy Tales and Gender]

Elizabeth Harries

[CLT 256b The Virgin in Myth and Literature]

[CLT 268b Latina and Latin American Women Writers]

Nancy Sternbach

CLT 272b Women Writing: 20th-Century Fiction

Marilyn Schuster

M W F 11 a.m.–12:10 p.m.

CLT 279a Women Writers of the Middle Ages

Nancy Bradbury, Eglal Doss-Quinby

T Th 9–10:20 a.m.

ECO 222a Women's Labor and the Economy

Mark Aldrich

M W F 9–9:50 a.m.

[ENG 120a A. Fiction]

Robert Hosmer

ENG 120a A. Fiction: American Women Writers

Section E

Ann Boutelle

T Th 10:30–11:50 a.m.

[ENG 264a American Women Poets]

Susan Van Dyne

ENG 278a Writing Women: Remaking American Fiction

Susan Van Dyne

M W F 11 a.m.–12:10 p.m.

ENG 278b Writing Women: The Early Modern Period*Sharon Seelig*

T Th 9–10:20 a.m.

[ENG 340b Topics in English Romanticism]*Patricia Skarda***ENG 342a Seminar: Studies in 19th-Century Literature**

Topic for fall 1995: The Brontës.

Margaret Shook

T 1–2:50 p.m.

ENG 378a Seminar: Women and Literature

Topic for 1995–96: Contemporary British Women Writers.

Robert Hosmer

T 3–4:50 p.m.

ENG 379b Seminar: Women and Literature

Topic for 1995–96: Feminist Literary Theory

Susan Van Dyne

Th 1–2:50 p.m.

ESS 550a Women in Sport*Christine Shelton*

M W F 9–9:50 a.m.

FRN 240b Black Women Writers*Leyla Ezdinli*

T Th 10:30–11:50 a.m.

FRN 365a Francophone Literature

Topic for 1995–96: French Canadian Women Writers.

Denise Rochat

M W F 9–9:50 a.m.

GOV 204a Urban Politics*Martha Ackelsberg*

T Th 9–10:20 a.m.

GOV 211a Gender and Politics*Gary Lebring*

T Th 9–10:20 a.m.

GOV 305a Seminar: Law, Family and State*Alice Hearst*

T 1–2:50 p.m.

GOV 321b Seminar in Comparative Government

Topic for 1995–96: Power and Politics in Africa: The Female Factor.

Walter Morris-Hale

T 1–2:50 p.m.

[GOV 324a Seminar: Gender, Education and Democracy in Latin America]*Susan Bourque***GOV 346a Seminar: Gender and Politics in Europe***To be announced**To be arranged***GOV 364b Seminar in Political Theory: Feminist Theory***Martha Ackelsberg*

T 3–4:50 p.m.

[GOV 366b Seminar: Gay and Lesbian Politics and Theory]**HST 253b Women in Modern European Societies**

Enrollment limited to 20.

Miriam Slater

T Th 9–10:20 a.m.

HST 263b Continuity and Change in Spanish America and Brazil

Topic for 1995–96: Gender in the Study of Latin American History.

Ann Zulawski

T Th 3–4:50 p.m.

HST 277a History of Women in the U.S., Colonial Period to 1865*Marylynn Salmon*

T Th 9–10:20 a.m.

[HST 278a History of Women in the U.S., 1865–1970]*Helen Lefkowitz Horowitz***HST 383a Seminar: Research in U.S. Women's History: The Sophia Smith Collection***Helen Lefkowitz Horowitz*

T 3–4:50 p.m.

IDP 208a Women's Medical Issues*Barbara Brehm-Curtis, Leslie Jaffe*

T Th 10:30–11:50 a.m.

[ITL 343a Modern Italian Literature: Italian Women Writers: Mothers and Daughters]*Giovanna Bellesia***[JPN 360b Seminar: Images of Women in Japanese Literature]****[JUD 224b Women in Rabbinic Literature]***Howard Adelman***JUD 387b Seminar: Women in Jewish History***Howard Adelman*

W 7:30–9:30 p.m.

[MUS 100b D. Music and Gender in Cross-Cultural Perspective]*Margaret Sarkissian***MUS 974a Topics in Piano***Monica Jakuc*

T 3–4:50 p.m.

PHI 240b Philosophy and Women*Kathryn Pyne Addelson*

T Th 3–4:15 p.m., plus one hour to be arranged

PHI 304b Colloquium in Applied Ethics

Topic for 1995–96: Moral Passages: Issues in Reproduction and Procreation.

To be announced

Th 1–2:50 p.m.

[PHI 305a Topics in Feminist Theory]*Elizabeth Spelman***PSY 266b Psychology and Women**

Enrollment limited to juniors and seniors.

Faye Crosby

M W F 11 a.m.–12:10 p.m.

PSY 366b Seminar: Topics in the Psychology of Women

Topic for 1995–96: Feminism.

Faye Crosby

Th 1–2:50 p.m.

SOC 229a Sex and Gender in American Society*Nancy Whittier*

T Th 9–10:20 a.m.

SOC 323b Seminar: Gender and Social Change*Nancy Whittier*

T 3–4:50 p.m.

[SLL 372b Contemporary Women Novelists of Latin America]*Nancy Saporta Sternbach***THE 214a Black Theatre***Andrea Hairston*

T Th 10:30–11:50 a.m.

[THE 300a Women in Theatre]*Susan Clark***Component Courses****AAS 237b Major Black Writers: Fiction***Cynthia Smith*

M W F 11 a.m.–12:10 p.m.

AAS 243b Afro-American Autobiography*Cynthia Smith*

M W F 9–9:50 a.m.

AAS 245b The Harlem Renaissance*Cynthia Smith*

M W F 2:40–4 p.m.

AAS 321b Seminar: Afro-American Folk Culture*Ann Ferguson*

W 7:30–9:30 p.m.

[ARH 206b Great Cities: Paris]*Helen Searing***[ARH 209b Etruscan Art]***Barbara Kellum***[ARH 212a The Art of Rome (L)]***Barbara Kellum*

T Th 9–10:20 a.m.

ARH 291a Art Historical Methods (C)*Brigitte Buettner*

Th 3–4:50 p.m.

[ARH 315b Studies in Roman Art: Popular Culture in the Roman World]*Barbara Kellum***[CLT 229a Renaissance: Courtier, Courtesan, Citizen]***Ann Jones***CLT 239b Romanticism***Elizabeth Harries*

T Th 10:30–11:50 a.m.

CLT 276a Theories of the Paratext*Leyla Ezdinli*

M W F 1:10–2:30 p.m.

[CLT 375b The Fiction of Letters]**ENG 238a The 18th Century Novel***Elizabeth Harries*

T Th 1–2:50 p.m.

FRN 260a The Novel*Marilyn Schuster*

T Th 10:30–11:50 a.m.

FRN 391a Theme and Form in French Literature

Topic for 1995–96: The Epistolary Novel

Janie Vanpée

Th 1–2:50 p.m.

[GER 225a Readings in German Literature]**[GER 228b The New German Cinema]****GOV 264b Problems in Democratic Thought***Philip Green*

M W 1:10–2:30 p.m.; dis. F 1:10–2:30 p.m.

[GOV 311b Seminar in Urban Politics]*Martha Ackelsberg***GOV 366a Seminar: Ideology, Culture and Politics***Philip Green*

Th 3–4:50 p.m.; films T 3–4:50 p.m. and W 7:30–10 p.m.

HST 271a American Space: History of the American Landscape and Built Environment*Helen Horowitz*

T Th 1–2:20 p.m.

REL 110b Colloquium: Thematic Studies in Religion**Section C: Christian Spirituality***Elizabeth Carr*

T Th 10:30–11:50 a.m.

[REL 110b Colloquium: Thematic Studies in Religion**Section F: Issues in Contemporary Judaism]***Lois Dubin***SOC 224b Family and Society***Rhonda Singer*

T Th 10:30–11:50 a.m.

THE 198a Theatre and Society: Pre-history to the Renaissance*Susan Clark*

T Th 10:30–11:50 a.m.

THE 199a Theatre and Society: Renaissance to the Birth of Modern Drama*Susan Clark*

T Th 1–2:50 p.m.

[THE 213a American Theatre and Drama]*Susan Clark***THE 217a Modern European Drama***Leonard Berkman*

T Th 9–10:20 a.m.

THE 218b Modern European Drama*Leonard Berkman*

T Th 9–10:20 a.m.

THE 316a Contemporary Canadian Drama*Leonard Berkman*

T Th 10:30–11:50 a.m.

Interdepartmental and Extradepartmental Course Offerings

ACC 223a Principles of Accounting

Fundamental concepts, procedures and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores; Five College students; and Smith first-year students, in that order. **{S}** 4 credits

James Smith

T Th 3–4:20 p.m.

[EDP 100b Colloquium: Understanding Social Issues]

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*; Chrétien de Troyes's *Yvain*; Christine de Pizan's *City of Ladies*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. **{L}** 8 credits

Elizabeth Harries (English Language and Literature), Director (first semester)

Maria Banerjee (Russian Language and Literature), Director (second semester)

Lec. W 2:40–4 p.m.; sections as below:

First semester:

M W F 11 a.m.–12:10 p.m., *David Ball (French Language and Literature)*

M W 1:10–2:30 p.m., *Robert Hosmer (English Language and Literature)*

T Th 9–10:20 a.m., *Roxanne Gentilcore (Classical Languages and Literatures)*

T Th 10:30–11:50 a.m., *Elizabeth Harries (English Language and Literature)*

Second semester:

M W F 11 a.m.–12:10 p.m., *Nancy Mason*

Bradbury (English Language and Literature)

M W 1:10–2:30 p.m., *Robert Hosmer (English Language and Literature)*

T Th 9–10:20 a.m., *Roxanne Gentilcore (Classical Languages and Literatures)*

T Th 10:30–11:50 a.m., *Maria Banerjee (Russian Language and Literature)*

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. In addition to biological aspects, social, ethical and political aspects of these topics will be considered. Not open to first-year students. **{N}** 4 credits

Leslie Jaffe (Health Services), Barbara Brebm-Curtis (Exercise and Sport Studies)

T Th 10:30–11:50 a.m.

[PPY 209b Philosophy and History of Psychology]

An examination of the philosophical roots of issues in psychology such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. To be offered in 1996–97. 4 credits

Peter Pufall (Psychology)

[PPY 221b Language]

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models and the representation of language in the brain. To be offered in 1997–98. **{N}** 4 credits

Jill de Villiers

Five College Course Offerings by Five College Faculty

Norman Cowie, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program)

First Semester

Mount Holyoke: **Interdepartmental 203f**

Studies in the Moving Image: Video Sketchbook

Since its introduction in the 1960s as a consumer technology, portable video production has increasingly diversified. Today it is a hybrid technology; a site where the effects of its marketing and globalization meet the democratizing demands of its users; where the traditions of film and television meet the strategies of postmodernism. In this course we will explore these (and other) relationships in order to situate contemporary video's narrative, documentary and experimental forms. We will also produce short video "sketches" throughout the semester. Permission of the instructor is required.

To be arranged

[Amherst: **English 90f**

UMass: **COMM 397A**

Studies in the Moving Image: Questions of Documentary]

UMass: **Communication 397z**

Studies in the Moving Image I

An introductory theory and production course in film and video. We will explore the historical, theoretical and critical contexts that inform independent film and video production today, and produce individual and collaborative projects in video and/or film. We will pay particular attention to the contributions of contemporary criticism and look at the field of the moving sound/image as a representational system influenced by (among other things)

the art world, Hollywood cinema, broadcast television and community activism. Permission of the instructor required. Enrollment limited to 15.
W 12:10–5:20 p.m.

Second Semester

Amherst: **English 90**

Studies in the Moving Image II

This course is designed for students who would like to continue working in video, film or computer imaging techniques within a humanities context. Students will be expected to develop and produce their own work, as independent projects, while participating in a series of readings and screenings exploring issues of representation in contemporary art and culture. Class meetings will be devoted to screenings, discussions and workshops. Some prior production experience is required. One four and one-half hour class meeting per week. Permission of the instructor required. Enrollment limited to 16 students.

[Hampshire: **CCS 240**

Media Literacy]

Smith: **Film Studies 291b**

Experimental Narrative

Integrating theory and production, the course will seek to give articulation to stories of difference—whether sexual, ethnic, political or historical—that have been displaced or contained by conventional narrative forms. This will be done through the production of "counter-narrative" projects in video and/or film. Course work will be structured by a series of readings, screenings, discussions and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and

activists in photography, film, video and television. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) {A} 4 credits
T 1–4 p.m.

Yvonne Daniel, Associate Professor of Dance (at Smith College under the Five College Program)

First Semester

Smith: **Dance 143a**

Comparative Caribbean Dance I

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings. Enrollment limited to 30. {A} 2 credits
M 7–10 p.m.

Smith: **Dance 272a**

Dance and Culture

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the

history of dance in “western” societies; for non-majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375, the Anthropology of Dance.) {A} 4 credits
M W 10:30 a.m.–noon

UMass: **Dance 232**

Jazz III: Roots of Jazz in the African Diaspora

This course is designed to give an experience in the evolution of jazz dance style from the perspective of its antecedents in Africa and the Caribbean. The course provides a different mode of flexibility, strength and endurance training for experienced modern and ballet dancers as well as developmental training for indigenous, community-trained performers. The course focuses on Haitian, Cuban and Brazilian traditional dances and includes Katherine Dunham technique (African-Haitian). Students are involved with perfection of ensemble style, integration of music and dance, and the cultural context of jazz dance/music as an indigenous creolized, American art. As students develop skill and respond to African and Caribbean rules of performance, they will be encouraged to display solo performance trends in studio performance settings. Required attendance at one professional performance of African or Caribbean traditional dance with a one-page written critique, turned in on or before the last day of class.
T Th 4:30–6 p.m.

UMass: **Dance 334**

Jazz V: Roots of Jazz in the African Diaspora

Same description as Jazz III above.

Second Semester

Mount Holyoke: **Dance 143s**

Comparative Caribbean Dance I

Same description as Dance 143a.
To be arranged

Smith: **Dance 375b**

The Anthropology of Dance

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expres-

sion of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance. Prerequisite: 272. {A}
To be arranged

Smith: **Dance 144b**
Comparative Caribbean Dance II
This course is designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: 143. Enrollment limited to 35. {A}
M 7–10 p.m.

[Amherst: **T&D H19**
Contemporary Techniques: Comparative Caribbean Dance 1]

[Smith: **Dance 145b**
Cuban Dance Traditions]
This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. To be offered in 1996–97. {A}
2 credits

[Smith: **Dance 553b**
Choreography and Music]

Tayeb El-Hibri, Assistant Professor of Judaic and Near Eastern Studies (at the University of Massachusetts under the Five College Program)

First Semester

Smith: **Religion ARA 283a**
Intermediate Arabic I
Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E) {F} 4 credits
M W F 10–10:50 a.m.

[Smith: **Arabic 100d**
Elementary Arabic I]

UMass: **Arabic 226**
Intermediate Arabic
Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension and writing skills. Prerequisite: ARA 126 or the equivalent, or permission of the instructor.
M W 1:25–3:20 p.m., F 1:25–2:15 p.m.

Second Semester

Smith: **ARA 284b**
Intermediate Arabic II
Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E) {F} 4 credits
M W F 10–10:50 a.m.

[Smith: **ARA 100d**
Elementary Arabic II]

UMass: **Arabic 246**
Intermediate Arabic
Continuation of Arabic 226. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills. Prerequisite: Arabic Asian 230 or the equivalent, or permission of the instructor.
M W 1:25–3:20 p.m., F 1:20–2:15 p.m.

UMass: **Arabic 346**

Advanced Arabic

A continuation of Arabic 326.

M W 3:30–5 p.m.

John Garofano, Visiting Assistant Professor of International Relations (at Mount Holyoke under the Five College Program).

First Semester

Mount Holyoke: **IR 314**

Conflict and Cooperation in World Politics

In the first part of this course we will examine theories of the causes of war. The conflicts covered will include this century's world wars as well as cases of limited interventions by large powers into conflicts of a nationalist or revolutionary nature. In part two we examine the conditions under which nations cooperate to avoid conflict or to form international regimes. Finally we will conduct case studies of contemporary issues, including the prospects for peace in Europe and Asia, and the threats posed by the proliferation of weapons of mass destruction and terrorism.

T 2–4 p.m.

Amherst: **PS 55**

U.S. Relations with Asia

In this course we apply Realist, cultural and perceptual lenses to the major security issues in Asia in the 20th century. We begin by studying the rise of Japan and the U.S.-Japanese rivalry, the Pacific War, and Japanese occupation and reconstruction. Next we examine the origins and course of the cold war in Asia, including the Communists' victory in China, U.S.-Chinese clashes in Korea and Vietnam, and normalization of relations with China. We conclude with contemporary issues such as the emergence of dynamic economies in Asia, U.S.-Japanese economic competition, normalization with Vietnam, the current clashes of economic and human rights systems, and the future of security in the region. Enrollment limited to 16. Permission of the instructor required.

Th 2–4 p.m.

[Smith: **GOV 245a**

Foreign Policy of the United States]

[Mount Holyoke: **International Relations 300 Vietnam War (Seminar)**]

[Mount Holyoke: **International Relations 335f U.S. Military Intervention in Comparative Perspective]**

Second Semester

UMass: **Political Science 255**

American Foreign Policy in the 20th Century

This course examines the sources and conduct of American foreign relations from 1900 to the present. We begin with a theoretical treatment of the ways in which the international system and domestic institutions influence the making of foreign policy. Next we examine the main diplomatic themes of the century, including: Wilsonianism, isolationism and FDR's forging of an internationalist consent; the origins of the cold war and American commitments around the globe; Korea, Vietnam, detente and the Reagan era; and we conclude with an assessment of current issues facing American foreign policymakers.

Th 11:15 a.m.

Mount Holyoke: **IR 355**

Military Intervention in Comparative Perspective

This course examines the conditions under which the U.S. has decided to go to war, how it has fought these wars and how it has disengaged. Cases include the war with Mexico in 1848, WWI, interventions in Latin America in the 1920s and 1930s, the Korean and Vietnam wars, the Gulf war of 1990–91 and recent attempts at humanitarian and collective military intervention.

W 2–4 p.m.

[Mount Holyoke: **IR 324s**

U.S. Foreign Policy and Post-Cold War Security Problems]

[Mount Holyoke: **International Relations 387s Asian Security]**

[Hampshire: **SS319**
The Vietnam War]

Mohammed Mossa Jiyad, Five College Senior
 Lecturer in Arabic (at Mount Holyoke College)

First Semester

[Hampshire: **FL 105**
Elementary Arabic I]
 Same as Smith Arabic 100d

Mount Holyoke: **Asian 130f**
Elementary Arabic I

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

M W 10–11:30 a.m., F 10–11 a.m.

[Mount Holyoke: **Asian 132**
Intermediate Arabic I]

UMass: **Arabic 126**
Elementary Arabic

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

M W 1:30–3 p.m., F 1:30–2:30 p.m.

UMass: **Arabic 326**
Advanced Arabic

Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking casually about topics of current public and personal interest using general vocabulary. Students will read authentic materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies, taking notes, comprehensive

summaries and resumes, as well as narratives and factual descriptions and other writing assignments. Prerequisite: 126, 146, 226 and 246 or permission of the instructor.

M W 3:30–5 p.m.

Second Semester

[Mount Holyoke: **Asian 131**
Elementary Arabic II]
 Same as Smith Arabic 100d.

Mount Holyoke: **Asian 131s**
Elementary Arabic I

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Prerequisite: 130 or permission of the instructor.

UMass: **Arabic 146**
Elementary Arabic
 Continuation of Arabic 126.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program). On leave during the first semester, fall 1995.

First Semester

[Mount Holyoke: **IR 311f**
Problems of International Peace and Security]

[Smith: **Government 251a**
Problems of International Security]

Second Semester

[Hampshire: **SS/NS 174**
War, Revolution and Peace]

UMass: **Political Science 351**
International Security Policy

A survey of the principal threats to international peace and stability in the post–Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; the world security consequences of population growth, environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on a current conflict or security problem, covering both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

Elizabeth H.D. Mazzocco, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program)

First Semester

UMass: **Italian 590a**
Italian Renaissance Theater

This course will focus on the great masters of Italian Renaissance theater (Ariosto, Aretino, Bibbiena, Caro, Machiavelli, Ruzante, etc.). We will study their plays in relation to the cultural/historical/social ambiance of their day. We will also delve into the roots of Italian comedy, paying special attention to Boccaccio's *Decameron*. The course will conclude with a study of the *commedia dell'arte*. Students will read plays and sources,

make oral presentations, write critiques and several papers. All work will be done in Italian.

[UMass: **Italian 514**
The Early Renaissance]

[UMass: **Italian 524**
Literature of the High Renaissance]

Second Semester

[UMass: **Italian 569**
19th and 20th Century Italian Theatre]

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts under the Five College Program)

First Semester

UMass: **Geology 591G**
Analytical Geochemistry

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error and the role that they play in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited.

[UMass: **Geology 591M**
Geochemistry of Magmatic Processes]

UMass: **Geology 100**
Dynamic Earth

The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans.
M W F 12:20 p.m.

Second Semester

*UMass: **Geology 591V**

Volcanology

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits

F 1:30–3:30 p.m.; additional two-hour lecture to be arranged

*Institutional location of class will be varied depending on enrollment.

UMass: **Geology 512**

X-ray Fluorescence Analysis

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Enrollment limited. 2 credits

Five College Certificate in African Studies

The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

1. One course providing an introductory historical perspective that surveys the African continent;
2. One course on Africa in the social sciences;
3. One course on Africa in the fine arts and humanities;
4. Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education, and the fine arts and humanities.

A complete list of the Five College courses for each of the four requirements is available from the advisers listed below and from the Five College Center.

Other requirements:

1. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic);
2. No more than two courses in any one department may be counted toward the certificate;
3. With the approval of the student's African Studies adviser, two relevant courses taken at schools other than the five colleges may be counted toward the certificate;

4. Students must receive a grade of B or better in every course;
5. Students are encouraged to complete their program with a special studies that will integrate and focus their course work;
6. Students are also encouraged to take advantage of academic programs that offer residence for a semester or more in Africa.

For further details, consult one of the campus representatives:

Amherst College: Reinhard Sander, Department of Black Studies.

Hampshire College: Tsenay Serequeberhan.

Mount Holyoke College: Samba Gadjigo, Department of French.

Smith College: Elizabeth Hopkins, Department of Anthropology.

University of Massachusetts: Ralph Faulkingham, Department of Anthropology; and J.V.O. Richards, Department of Afro-American Studies.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary American foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country.

A complete list of the Five College courses for each of the seven requirements is available from the advisers listed below and the Five College Center.

Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman, Political Science.

Hampshire College: Benjamin Wisner, Social Science.

Mount Holyoke College: Vincent Ferraro, Politics.

Smith College: Gregory White, Government.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences, including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;

4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American Studies an interdisciplinary force.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate in Middle East Studies

The Five College Certificate in Middle East Studies provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and professional needs in conjunction with an adviser from their home institution. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will count at the discretion of the student's adviser. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as: Arabic, Hebrew, Turkish, Persian and Armenian. Requirement may be fulfilled through course completion or by examination.

2. Two introductory courses providing an historical overview of the medieval (A.D. 600–1500) and modern (1500–present) periods, one from each period.
3. Five courses from the following categories. Students must take at least one course from each of the three groups. No more than a total of two courses in any one group may be counted toward fulfilling the program requirement.

Group one:	Religion/Philosophy
Group two:	History/Literature/Arts
Group three:	Social Sciences

A complete list of the courses offered at each of the Five Colleges that qualify for each of the requirements is available from the advisers listed below and from the Five College Center. There is at least one adviser in Middle East Studies on each campus.

Amherst College: Robert Doran or Jamal Elias.

Hampshire College: Aaron Berman.

Mount Holyoke College: Kavita Khory.

Smith College: Keith Lewinstein, Howard Adelman.

University of Massachusetts: Mary Wilson.

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered (with the sole exception of Korean) are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

Language Courses Offered in 1995–96

Hindi I, II, III, IV
 Hungarian I, II, III, IV
 Indonesian I, II, III, IV
 Korean I, II, III, IV
 Modern Greek I, II, III, IV
 Norwegian I, II, III, IV
 Serbo-Croatian I, II, III, IV
 Swahili I, II, III, IV
 Turkish I, II, III, IV
 Urdu I, II, III, IV

The Athletic Program

Lynn Oberbillig, M.B.A., Director of Athletics

Senior Coaches

James Babyak, M.A., Senior Coach of Basketball and Soccer

Kim Bierwert, B.S., Senior Coach of Swimming and Diving

Theresa Collins, M.S., Senior Coach of Skiing

Christine Davis, M.S., Senior Coach of Tennis

Bonnie May, M.S., Senior Coach of Softball and Volleyball

Suzanne Payne, M.Ed., Senior Coach of Riding

Kathy Saltis, B.A., Senior Coach of Crew

Judy Strong, B.S., Senior Coach of Field Hockey and Lacrosse

Coaches

Tim Bacon, M.A., Coach of Squash

Carla Coffey, M.A., Coach of Cross Country and Track and Field

Sports Medicine Staff

Mary E. O'Carroll, M.S., Senior Athletic Trainer

Louise Goodrum, M.S., Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on page 177. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

A. Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1995–96, the college will field the following intercollegiate teams:

Basketball. Season: November–March. Practice hours: M T W Th F 4–6 p.m., James Babyak.

Crew. Season: September–November, January–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Kathy Saltis.

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Carla Coffey.

Field Hockey. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Judy Strong.

Lacrosse. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Judy Strong.

Riding. Season: September–November, February–May. Practice hours: To be arranged, Suzanne Payne.

Skiing. Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged, Theresa Collins.

Soccer. Season: September–November. Practice hours: M T W Th F 4–6 p.m., James Babyak.

Softball. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Tim Bacon.

Swimming and Diving. Season: September–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim Bierwert.

Tennis. Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Christine Davis.

Track and Field. Season: Mid–November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: November–December, five days per week; January–May M T W Th 4–6 p.m., and F 3:30–5:30 p.m., Carla Coffey.

Volleyball. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

B. Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in 3 on 3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fund-raisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Currently there are 11 clubs: **Badminton, Croquet, Cycling, Fencing, Golf, Outing, Riding, Rugby, Sailing, Synchronized Swimming and Ultimate Frisbee.**

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Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8–8:50 a.m. A	8–8:50 a.m. A+	A	8–8:50 a.m. B+	A
9–9:50 a.m. B	9–10:20 a.m. G	B	G	B
10–10:50 a.m. C		C		C
11 a.m.– 12:10 p.m. D	10:30– 11:50 a.m. H	D	H	D
1:10–2:30 p.m. E†	1–2:50 p.m. J	E†	1–2:50 p.m. L	E†
2:40–4 p.m. F†	3–4:50 p.m. K	F†	3–4:50 p.m. M	F†
			4–4:50 p.m. C+	

4:50 p.m.

7:30– 9:30 p.m.	7:30– 8:20 p.m. W		7:30– 9:30 p.m.	W	
X*	**	Y*	Z*	**	

+ Additional meeting times for A, B, and C blocks, as noted in course listings

† A three-hour laboratory session scheduled across blocks E–F runs from 1:10 to 4 p.m.

* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

** Reserved for activities and events.

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1996–97 CATALOGUE



Notice of Nondiscrimination

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Institutional Diversity, College Hall #3, (413) 585-2141, 2142.

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CATALOGUE EDITOR: KATHLEEN ROOS
DESIGNER: PATRICIA CZEPIEL HAYES

Campus Security Report

The annual Campus Security Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Report are available from the Campus Security Office, Neilson Library, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Sharon Rust, Director of Campus Security, at (413) 585-2490.

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SMITH COLLEGE BULLETIN

1996–97 CATALOGUE

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Northampton, Massachusetts 01063
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How to Get to Smith

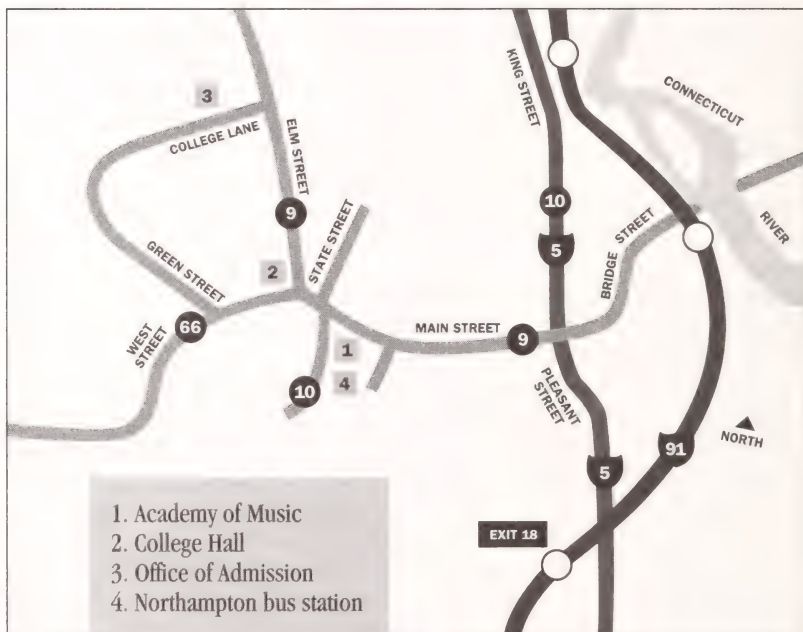
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, pp. vi–vii, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

Admission

Nanci Tessier, *Director of Admission*
7 College Lane
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please call the Office of Admission for specific times.

Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*
College Hall 10
(800) 221-2579, January 15–June 15
(Monday–Thursday 2–9 p.m. Eastern time,
Friday 2–4:30 p.m.)
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are available to answer questions about any aspect of financial aid and student assistance.

Payment of Bills

Anthony Symanski, *Controller*
College Hall 9

Academic Standing

Maureen A. Mahoney, *Dean of the College*
College Hall 21

Tom Riddell, *Dean of the First-Year Class*

Mary Philpott, *Dean of the Sophomore and Junior Classes*

Donald B. Reutener, *Dean of the Senior Class*
College Hall 23

Catherine Hutchison, *Associate Dean for International Study*

Ada Comstock Scholars Program

Eleanor B. Rothman, *Director*
College Hall 32

Students Affairs

Nancy Asai, *Associate Dean for Student Affairs/Residence*
College Hall 24

Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*
Drew Hall

Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, 69 Paradise Road

Transcripts and Records

Patricia O'Neil, *Registrar*
College Hall 6

College Relations

To be announced, *Director*
Garrison Hall

Advancement

J. Carey Bloomfield, *Chief Advancement Officer*
Stoddard Hall Annex

Graduate Study

Alan L. Marvelli, *Director*
College Hall 3

School for Social Work

Anita Lightburn, *Dean*
Lilly Hall

Alumnae Association

Carrie Staples Cadwell, *Executive Director*
(413) 584-2985

Academic Calendar, 1996–97

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

SEPTEMBER 1996

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

First Semester

Saturday, August 31, 9 a.m.–4 p.m.—Central check-in for entering students

Tuesday, September 3, 9 a.m.–4 p.m., Wednesday, September 4, 1–4 p.m.—Central check-in for returning students

Wednesday, September 4, 7:30 p.m.—Opening Convocation

Thursday, September 5, 8 a.m.—Classes begin

OCTOBER 1996

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

To be announced by the president—Mountain Day (holiday)

Saturday, October 12–Tuesday, October 15—Autumn recess

NOVEMBER 1996

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Friday, November 1–Sunday, November 3—Family Weekend

Thursday, November 14—Otelia Cromwell Day

Monday, November 4–Friday, November 22—Advising and course registration for the second semester of 1996–97

Wednesday, November 27–Sunday, December 1—Thanksgiving recess

DECEMBER 1996

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Thursday, December 12—Last day of classes

Friday, December 13–Sunday, December 15—Pre-examination study period

Monday, December 16–Thursday, December 19—Midyear examinations

Friday, December 20–Sunday, January 5—Winter recess

JANUARY 1997

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 1997

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 1997

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 1997

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 1997

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Interterm Period

Monday, January 6 through Saturday, January 25, 1997

Second Semester

Monday, January 27, 8 a.m.—Classes begin
Monday, January 27, 4 p.m.—All-college meeting
Wednesday, February 19—Rally Day exercises (all classes canceled)

Saturday, March 15—Sunday, March 23—Spring recess

Monday, March 31—Friday, April 18—Advising and course registration for the first semester of 1997–98

Friday, May 2—Last day of classes
Saturday, May 3—Monday, May 5—Pre-examination study period
Tuesday, May 6—Friday, May 9—Final examinations
Sunday, May 18—Commencement

: The college is not in session.



History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best

colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college

had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges: McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions under-

scored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while holding the quality of those applicants steady) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In December 1994 Ruth Simmons was chosen as Smith's ninth president. Trustee Kate Webster said Simmons brings to Smith "a unique blend of organizational and academic experience, intellectual curiosity, energy and a strong commitment to women's education." With a long and distinguished career in higher education behind her, Simmons is the first African-American woman to head any top-ranked American college or university.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.

Psychology

1927–32

G. Antonio Borgese, Ph.D.

Comparative Literature

1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.

English

Second semester, 1937–38

Alfred Einstein, Dr. Phil.

Music

First semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.

Philosophy

First semester, 1940–41

Karl Kelchner Darrow, Ph.D.

Physics

Second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.

History

Second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)

Botany

1942–43

Edgar Wind, Ph.D.

Art

1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.

English

First semester, 1946–47

David Mitrany, Ph.D., D.Sc.

International Relations

Second semester, 1950–51

Pieter Geyl, Litt.D.

History

Second semester, 1951–52

Wystan Hugh Auden, B.A.

English

Second semester, 1952–53

Alfred Kazin, M.A.

English

1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)

Astronomy

First semester, 1956–57

Philip Ellis Wheelwright, Ph.D.

Philosophy

Second semester, 1957–58

Karl Lehmann, Ph.D.

Art

Second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.

Economics

Second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)

Physics

First semester, 1960–61

Eudora Welty, B.A., Litt.D.

English

Second semester, 1961–62

Dénes Bartha, Ph.D.

Music

Second semester, 1963–64

Dietrich Gerhard, Ph.D.

History

First semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)

Chemistry

Second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)

Art

Second semester, 1968–69

Robert A. Nisbet, Ph.D.

Sociology and Anthropology

First semester, 1971–72

Louise Cuyler, Ph.D.

Music

Second semester, 1974–75

Herbert G. Gutman, Ph.D.

American Studies

1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)

Sociology and Anthropology

First semester, 1980–81

Auguste Anglès, Docteur ès Lettres
French

First semester, 1981–82

Victor Turner, Ph.D.
Religion and Biblical Literature
First semester, 1982–83

Robert Brentano, D. Phil.
History
First semester, 1985–86

Germaine Brée, Ph.D.
Comparative Literature
Second semester, 1985–86

Carsten Thomassen, Ph.D.
Mathematics
First semester, 1987–88

Charles Hamilton, J.D., Ph.D.
Government
Second semester, 1988–89

Triloki Nath Madan, Ph.D.
Anthropology
First semester, 1990–91

Armstead L. Robinson, Ph.D.
Afro-American Studies
First semester, 1991–92

Sheila S. Walker, Ph.D.
Afro-American Studies
Second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.
Sociology
First semester, 1993–94

Trinh T. Minh-ha, Ph.D.
Women's Studies
Second semester, 1993–94

Rey Chow, Ph.D.
Comparative Literature
Second semester, 1995–96

Charles Mitchell, M.A.
Art History
1974–75

Felix Gilbert, Ph.D.
History
1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana
Italian Humanism
Second semester, 1976–77

Jean. J. Seznec, Docteur ès Lettres
French
Second semester, 1977–78

Hans R. Guggisberg, D.Phil.
History
First semester, 1980–81

Alistair Crombie, Ph.D.
History of Science
Second semester, 1981–82

John Coolidge, Ph.D.
Architecture and Art History
Second semester, 1982–83

Howard Mayer Brown, Ph.D.
Music
First semester, 1983–84

Hendrik W. van Os, Ph.D.
Art
First semester, 1987–88

George Kubler, Ph.D.
Art
Second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.
Art
Second semester, 1991–92

Diane De Grazia, Ph.D.
Art
Second semester, 1993–94

Larry Silver, Ph.D.
Art
First semester, 1994–95

Andrée Hayum, Ph.D.
Art
Second semester, 1994–95

Mark P.O. Morford, Ph.D.
Classical Languages and Literatures
1995–96

The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student’s course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for “system” the college assigns each student a faculty member as academic adviser, and strongly recommends that students “pursue studies in the seven major fields

of knowledge” listed below. Indeed, for students entering in 1994 and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 27). The goal remains today what it was for our early dean, “to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion.”

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;
- 6) *The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;

7) *A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Requirements and Expectations

Each first-year student is required, during her first or second semester at Smith, to complete at least one writing intensive course. (The list of such courses, approved by the Committee on Academic Policy, is made available at the time of registration for each semester.) There are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires from 36 to 48 credits (except biochemistry, which requires 53 credits) in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	German Studies
Anthropology	Government
Art	History
Astronomy	Italian Language and Literature
Biological Sciences	Mathematics
Chemistry	Music
Classical Languages and Literatures	Philosophy
Computer Science	Physics
Dance	Psychology
Economics	Religion and Biblical Literature
Education and Child Study	Russian Language and Literature
English Language and Literature	Sociology
French Language and Literature	Spanish and Portuguese Theatre
Geology	

Interdepartmental majors are offered in the following areas:

American Studies	Latin American Studies
Ancient Studies	Medieval Studies
Biochemistry	Women's Studies
Comparative Literature	

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major in more than one department or program, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed majors should differ significantly from existing majors.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Logic
East Asian Studies	Marine Sciences
Engineering	Neuroscience
Environmental Science	Political Economy
Ethics	Public Policy
Film Studies	Third World
History of the Sciences	Development Studies
International Relations	Urban Studies
Jewish Studies	

Students also may design their own interdepartmental minors with the advice of two faculty members from more than one department or program. Approval must be granted by each of the departments or programs concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. Student-designed minors should differ significantly from existing minors.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the advisers listed on page 172.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Faculty and staff members who have agreed to serve are: Bill Brandt, director of Physical Plant; Ruth Constantine, chief financial officer and treasurer; Chris Hannon, coordinator of public services and head of the reference department, Neilson Library; Mahnaz Mahdavi, Department of Economics; and Gaynelle Weiss, director of the Smith Management Program.

Premedical and Prehealth Professions Advising

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 118 for important information.

Prelaw Advising

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by

moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions should be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year must file her acceleration proposal by the end of the first year. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit. Students whose acceleration plans include courses to be taken during Interterm should be aware that these courses are limited both in number and in enrollment, and cannot be guaranteed as part of the acceleration plan.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows women of nontraditional age to complete a bachelor of arts degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, special orientation programs, peer advising, a center for the exclusive use of participants in the program, and some housing.

Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

For information about application procedures, see page 47. Information about expenses and how to apply for financial aid can be found on pages 34 and 41. For more information about the Ada Comstock Scholars Program, contact the program office at (413) 585-3090.

Community Auditing: Nonmatriculated Students

Members of the local community are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$35 fee for each lecture course (\$150 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

A departmental honors program allows a student with a strong academic background to study a particular topic in depth or undertake research in the department or program of her major.

Normally, the minimum requirement for eligibility and continued enrollment in the honors program is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Once accepted, a student is expected to make satisfactory progress toward the degree; if she does not, her status as a candidate for departmental honors will be reviewed. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Policy, and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus

project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the Office of Class Deans and the Ada Comstock Scholars Office. No independent study project may be undertaken during the summer or January.

An internship on or off campus can be proposed by sophomores, juniors and seniors. All internships for credit must be approved in advance by the Committee on Academic Policy and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information and applications for internships are available in the Office of Class Deans or the Ada Comstock Scholars Office.

No more than 16 credits for independent study projects and internships are allowed.

Smith Scholars Program

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply at any time after the first semester of her sophomore year, but no later than April 30 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a detailed statement of her program and project,

two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.

Study Abroad Programs

Applications for Smith Junior Year Abroad programs in Florence, Hamburg, Geneva and Paris must be filed by February 1. Applications for Consortial Study Abroad programs must be filed by the date indicated for each program. Applications for Independent Study Abroad must be filed by March 1. Interested students should consult reference materials in the Office for International Study, College Hall 23.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs must keep in mind that the year elsewhere does not count toward the required two years in residence in Northampton. Normally, a student with a shortage of credit is not given permission to study abroad.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). Students from Smith and other colleges are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic

and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students live with local families, in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program is required to carry at least 34 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates must have the minimum cumulative grade point average of 3.0 (B), a declared major and sufficient language before they can be selected to spend the year abroad. Normally, students are required to take 16 credits of college French, German or Italian prior to participating. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, participants for Junior Year Abroad programs are selected by a special committee which reviews the applications in detail. The selection process is competitive. All applications for the Smith College Junior Year Abroad Programs, in-

cluding recommendations, must be filed with the Office for International Study by February 1.

For all programs, the comprehensive fee covering tuition, room and board when classes are in session is the same as the comprehensive fee for the year's study in Northampton. Students are responsible for arranging and paying for their own round-trip transportation to the program site and for all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

FLORENCE

The year in Florence begins with six weeks of intensive work in the Italian language. Classes in art history, literature and history are also given as preparation for the more specialized work of the academic year. At the beginning of November the students are matriculated at the University of Florence together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Specific language requirements are stated prior to the course listings for Italian Language and Literature.

GENEVA

The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, sociology, history of art and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are con-

sciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary session of intensive language training in Paris in September. The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Specific language requirements are stated prior to the course listings for French Language and Literature.

HAMBURG

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a six-week vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Specific language requirements are stated prior to the course listings for German Studies.

PARIS

The program in France begins in Aix-en-Provence, where a six-week period is devoted to intensive work in the language, supplemented by courses, lectures and excursions to several Provençal sites and to the Riviera. In early October, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et

d'Archéologie; studio art at the Atelier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Specific language requirements are stated prior to the course listings for French Language and Literature.

Consortial Study Abroad Programs

Students may also apply to participate in any of the five other programs with which the college has formal affiliation. Students applying to consortial programs must have a minimum grade point average of 3.0 (B), meet the language requirements of the specific program and have declared a major. Applications must be filed with the Office for International Study by the date indicated for each program.

ASSOCIATED KYOTO PROGRAM (AKP)

Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Participants must have completed at least two years of college Japanese. Interested students should consult the director of East Asian studies or the AKP campus representative. Applications are due in the Office for International Study no later than February 1.

DUKE STUDY IN CHINA PROGRAM

Administered by Duke University, this six-month program runs from June through December. It combines study at two different locations in China: an eight-week summer course of intensive language study in Beijing, and a fall semester in Nanjing. It also includes approximately four weeks of educational travel within China. Participants must have completed at least one year of Chinese language study. Interested students should consult with the East Asian Studies Program. Applications are due in the Office for International Study no later than March 1.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME (ICCS)

Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English. Admission is competitive. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. Interested students should consult the Department of Classical Languages and Literatures. Applications are due in the Office for International Study no later than March 1.

PROGRAMA DE ESTUDIOS HISPÁNIOS EN CÓRDOBA (PRESHCO)

Córdoba, Spain, is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due in the Office for International Study no later than March 1.

SOUTH INDIA TERM ABROAD (SITA)

Administered by Bowdoin College, SITA allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students must consult with Dennis Hudson, professor of religion, by February 15. Applications are due in the Office for International Study no later than March 1.

Independent Study Abroad

Students may also apply for permission to study abroad independently on programs and at foreign universities that have been approved by the Committee on Study Abroad. Eligibility for Independent

Study Abroad is: 1) a minimum cumulative grade point average of 3.0 (B), 2) a declared major and 3) ordinarily at least one year of college-level instruction in the language of the country (even if the language of instruction in the program is English). Only students who have applied successfully for college approval by March 1 may apply for financial aid. Students who study abroad in Australia, British West Indies, Canada, England, Ireland, New Zealand, Northern Ireland, Scotland and Wales are not eligible for college aid.

Other Off-Campus Study Programs**Study at Historically Black Colleges**

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College. Further information and application forms are available in the Office of the Class Deans.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and

to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College.

Application forms are available in the class deans' office.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on pages 227–228.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 76.

The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases well in excess of one million items, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with first-hand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost through our international interlibrary loan service. Library computer systems include the Five College Online Catalog for the libraries at Smith as well as at Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst; the CD-ROM network of computerized periodical indexes; and the Internet, an international network of databases.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects all kinds of video materials, provides production and viewing facilities and coordinates projectionist services.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Academic Year Hours for Neilson Library

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments—astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology—with approximately 80 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services and an animal-care facility. Young Science Library, one of the largest science libraries at a liberal arts college in the United States, houses more than 131,000 volumes, 18,770 microforms, 652 periodicals, 96 audiotapes, 68 computer data files and CD-ROMs and a collection of 144,000 maps. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

In addition to on-campus astronomy facilities, including a rooftop observatory equipped with a 14-inch Schmidt-Cassegrain reflector and several small telescopes, Smith also has an observatory in

West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Science Library hours

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday–Sunday	10 a.m.–10 p.m.

Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices, classrooms and the Hillyer Art Library with more than 70,450 volumes and 29,230 microforms. A separate Visual Resources Center has more than 72,000 photographs and images. Graham Hall is a large auditorium used for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–11 p.m.
June–August:	
Monday–Friday	10 a.m.–4 p.m.

Museum hours

Tuesday, Friday and Saturday	9:30 a.m.—4 p.m.
Wednesday and Sunday	noon—4 p.m.
Thursday	noon—8 p.m.
July and August:	
Tuesday—Sunday	noon—4 p.m.
Mondays, January 1, July 4, Thanksgiving and Christmas	closed

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 80,600 books and scores and 51,400 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Monday—Thursday	8 a.m.—11 p.m.
Friday	8 a.m.—9 p.m.
Saturday	10 a.m.—9 p.m.
Sunday	noon—11 p.m.

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Lan-

guages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state of the art multi-media resource center (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours

Monday—Thursday	8:30 a.m.—noon 1—6 p.m. 7—11 p.m.
Friday	8:30 a.m.—noon 1—5 p.m.
Saturday	1—5 p.m.
Sunday	1—5 p.m. 7—11 p.m.

Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide fiber-optic network allowing computer access from all buildings and residential houses. Resources, which are continually expanding, include more than 160 IBM-compatible and Macintosh computers in three resource centers, used for word processing, graphics, numerical analysis, electronic mail and access to the worldwide Internet network; and a cluster

of DEC VAX and SUN minicomputers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Systems administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers and printers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. For a nominal fee, students living on campus also have access to Smith's computer resources through the residential house network.

Center for Academic Development

From its offices in Seelye 307, the Center for Academic Development offers a variety of programs to help students develop skills in writing and quantitative reasoning. Six professional writing counselors review essay drafts with students, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in Seelye 307 and other locations. The director of the Quantitative Skills Program offers special tutoring and serves as a consultant to faculty members and students on topics relating to quantitative aspects of all courses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in time management and study skills and conducts research on current issues of learning and teaching.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium,

weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers. Our intercollegiate crew shells are housed on the Connecticut River.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–11 p.m.
Friday	6 a.m.–9 p.m.
Saturday–Sunday	8 a.m.–9 p.m.

Student Residence Houses

Smith is a residential college, and students live in 35 residence buildings with capacities of 14 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of students, primarily juniors and seniors, offer alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively (including practice interviewing on videotape); and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful

plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

Health Services

Health Services provides medical and psychological services and health education for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home.

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing, nutrition counseling, routine physicals for summer employment and graduate school, immunizations for travel, flu and allergies, and on-site laboratory services.

Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation.

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation. These services are strictly confidential and are available to all students free of charge.

The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are required to have a physical exam by a college practitioner first.

Religious Expression

We are a religiously diverse community, which gives our students the opportunity to express their own traditions and to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and interfaith collaboration, represent the Catholic, Jewish and Protestant faiths and help organize weekly services of worship. The Hillel Foundation, The Protestant Ecumenical Christian Church and Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational and cultural programs. Other student religious groups,

such as the Smith Intersvarsity Christian Fellowship, Keystone Campus Crusade for Christ, the Baha'i Fellowship, the Five College Christian Science Organization and associations of Buddhist, Quaker, Hindu and Muslim students meet at the Chapel and use its facilities, which include a lounge and a kitchen as well as the sanctuary, for their programs and services. An active interfaith council brings students of the various traditions together for education and cooperative efforts.

The Helen Hills Hills Chapel serves many functions for a wide variety of groups and individuals at Smith and the general community. The Chapel houses a number of groups offering support to victims of abuse and various forms of addiction. Visitors may hear any of a number of choirs rehearsing or performing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues and other religious communities representing most denominations enjoy having students join their services and programs as well. Various community clergy and others serve as advisers to student religious groups and as adjunct members of the Chapel staff. The chaplains are available to counsel members of the community and welcome students to their offices downstairs in the Chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The Chapel also houses S.O.S., Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

Any student who is unable, because of her religious observances, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examination or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

The Student Body

Summary of Enrollment, 1995-96

UNDERGRADUATE STUDENTS

	Class of 1996	Class of 1997	Class of 1998	Class of 1999	Ada Comstock Scholars	Totals
Northampton area ¹	650 ²	439	662	648	171	2,569
Not in residence ³	30 ⁴	237	16	0	19	305

Five College course enrollments at Smith:

First semester	491
Second semester	532

GRADUATE STUDENTS

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	78	32	12

1. Guest students are included in the counts of students in the Northampton area.
2. This includes 67 Ada Comstock Scholars.
3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 36 Smith students and two guest students in Paris; seven Smith students and two guest students in Hamburg; 10 Smith

students and no guest students in Geneva; and 23 Smith students and two guest students in Florence.

4. This includes no Ada Comstock Scholars.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1989 was 84 percent by May 1995. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students, 1995–96

UNITED STATES		Utah	5	Malaysia	6
Alabama	8	Vermont	66	Mexico	1
Alaska	6	Virginia	58	Moldova	1
Arizona	17	Virgin Islands	2	Nepal	2
Arkansas	5	Washington	78	Netherlands	1
California	260	West Virginia	7	Netherlands Antilles	1
Colorado	32	Wisconsin	14	Nigeria	1
Connecticut	159	Wyoming	3	Norway	1
Delaware	5	U.S. Military	7	Pakistan	6
District of Columbia	11			Papua New Guinea	1
Florida	74	FOREIGN COUNTRIES		Paraguay	1
Georgia	27	Aruba	1	People's Republic of China	6
Guam	1	Australia	1	Peru	1
Hawaii	7	Austria	1	Philippines	10
Idaho	10	Bahrain	1	Poland	1
Illinois	68	Bangladesh	5	Romania	1
Indiana	29	Barbados	1	Russia	2
Iowa	16	Belgium	2	Saudi Arabia	1
Kansas	12	Bermuda	1	Singapore	6
Kentucky	12	Bolivia	2	South Africa	6
Louisiana	6	Brazil	2	Spain	1
Maine	51	Brunei	1	Sri Lanka	1
Maryland	72	Bulgaria	5	Switzerland	4
Massachusetts*	531	Canada	13	Taiwan	7
Michigan	38	Colombia	1	Thailand	4
Minnesota	44	Cote d'Ivoire	1	Turkey	7
Mississippi	4	Croatia	3	Uganda	1
Missouri	15	Czech Republic	1	Ukraine	1
Montana	2	England	6	United Republic of Tanzania	1
Nebraska	4	Estonia	1	Zimbabwe	1
Nevada	7	France	1		
New Hampshire	66	Germany	4		
New Jersey	114	Ghana	2		
New Mexico	16	Greece	6		
New York	315	Honduras	1		
North Carolina	19	Hong Kong	17		
North Dakota	7	Hungary	2		
North Mariana Islands	2	India	11		
Ohio	73	Indonesia	3		
Oklahoma	7	Jamaica	1		
Oregon	40	Japan	24		
Pennsylvania	95	Jordan	1		
Puerto Rico	1	Kenya	4		
Rhode Island	23	Korea	26		
South Carolina	14	Kuwait	2		
South Dakota	1	Macau	1		
Tennessee	5	Macedonia	1		
Texas	61	Malawi	1		

* This includes Ada Comstock
Scholars who move to
Northampton for the pur-
pose of their education.

* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors, 1995-96

	Class of 1996 (Srs.)	Class of 1996 (Honor)	Ada Comstock Scholars	Class of 1997	Totals
Government	82	5	3	77	167
Psychology	75	2	14	60	151
Art					136
Art	0	0	1	0	1
Architecture & Urbanism	8	1	0	6	15
Studio Art	23	4	5	21	53
Art History	33	1	6	27	67
English Language and Literature	54	5	14	60	133
Economics	65	3	4	54	126
Biological Sciences	55	4	6	55	120
American Studies	33	4	12	34	83
History	20	4	5	23	52
Sociology	26	2	4	20	52
Biochemistry	15	5	1	23	44
Mathematics	22	0	2	20	44
Women's Studies	16	5	4	17	42
Anthropology	12	0	6	19	37
French					37
French Language & Literature	9	1	0	9	19
French Studies	11	0	0	7	18
Religion & Biblical Literature	12	2	3	18	35
Theatre	11	1	5	16	33
Education & Child Study	13	1	4	13	31
Comparative Literature	6	5	1	16	28
Computer Science	7	2	2	12	23
Latin American Studies	9	3	3	7	22
Geology	9	2	0	9	20
Music	9	0	2	9	20
Chemistry	5	3	0	11	19
Philosophy	1	4	3	9	17
Italian Language & Literature	9	2	0	4	15
Russian Language & Literature					13
Russian Civilization	5	0	0	3	8
Russian Language & Literature	0	0	1	1	2
Russian Literature	3	0	0	0	3
Spanish & Portuguese					13
Spanish Language & Literature	3	0	0	3	6
Latin-American Literature	3	1	1	2	7
Physics	3	1	0	7	11
Medieval Studies	4	0	1	3	8
Dance	2	3	0	2	7
Afro-American Studies	3	0	1	2	6
Classics	2	0	0	3	5
German Literature Studies	5	0	0	0	5
Ancient Studies	2	0	0	1	3
Astronomy	1	0	0	2	3
East Asian Studies	0	0	0	3	3
German Culture Studies	0	0	0	3	3
Sociology and Anthropology	0	0	0	3	3
Linguistics	0	1	0	1	2
Smith Scholar	1	0	1	0	2
Cognitive Science	0	1	0	0	1
East Asian Languages & Literatures	0	0	0	1	1
European Modernism	0	0	0	1	1
European Studies	0	1	0	0	1
International Relations & Developing Countries	0	1	0	0	1
Marine Biology	0	0	0	1	1



Academic Achievements, Prizes and Awards

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 69 for a listing of the designations used for the major fields of knowledge).

Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Latin Honors are awarded to graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are

considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of a high level of general achievement.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation “Honors,” “High Honors” or “Highest Honors” in the student’s major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and who have no grades below B– are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate to **Gina Franco AC97**

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry to **Linda Columbus '96**

The **American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry to **Jocelyn Nadeau '97**

An award from the **American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class to **Jaimie Houghton '96** and **Patricia Metthe '96**

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year to **Kerry Ward '96**

The **Elizabeth Babcock Poetry Prize** for the best group of poems to **Valerie Lavender AC97J**

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class to **Olivia Bloechl '96**

The **Gladys Lampert Beenstock Prize** to a student who excels in either American History or American Studies to **Gina Rourke AC96J**

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics to **Elena Shilina '98**

The **Samuel Bowles Prize** for the best paper on an anthropological subject to **Heidi Ernst-Luseno AC96** and **Martha Maria-Louisa AC96**

The **Samuel Bowles Prize** for the best thesis on an economics subject to **Petya Koeva '96** and **Steliana Stoyanova '96**

The **Samuel Bowles Prize** for the best paper on a sociological subject to **Eszter Hargittai '96** and **Anne Stagg AC96**

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community to **Mary Greipp '96** and **Christina Tso '96**

The **John Everett Brady Prize** for the best performance in the beginning Latin course to **Cassandra De Souza '97**, **Amy Saari '98** and **Mary Saari '98**; and in translation at sight to **Jennifer Palmore '96**

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology to **Sandra Collins AC96**

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject to: First Prize: **Sarah Neelon AC96**, **Ningyuan Xu '96** and **Zimu Zheng '96**; Second Prize: **Jill Mooney '96**, **Mary Parent '98** and **Stephanie Thompson '96**

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course to **Nicole Pelletier '96J** and **Ann Silverman AC96J**

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college to **Carissa Barnett '96**, **Margaret Blachly '98**, **Ingrid Carlson '96**, **Gwen Maynard AC97** and **Nicole Raphael '96**

The **David Burres Memorial Law Prize** to a senior accepted at law school intending to practice law in the public interest to **Lada Soljan '96**

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science to **Linda Columbus '96**, **Lawino Kagumba '96** and **Megan Núñez '96**

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature to **Kristin Eckardt '96**

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management to **Nicole Raphael '96**

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy* to **Molly Tambor '96**

The **Carlile Prize** for the best original composition for carillon

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course to **Lisa Larrabee '99**; and for excellence in Greek

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form to **Jill Dione AC96**

The **Sidney S. Cohen Prize** for outstanding work in the field of economics to **Lea Douville '96**, **Nicole Huber '96**, **Petya Koeva '96**, **Steliana Stoyanova '96** and **Izumi Yamamoto '96J**

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact to **Alison Wong '96**

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English to **Lynn Stanley AC97**

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry to **Gretchen Geser AC97J** and **Cara Pepicello '98**

The **Merle Curti Prize** for the best piece of writing on any aspect of American civilization

The **Dawes Prize** for the best undergraduate work in political science to **Anne Deutsch AC96**

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the study of Greek literature

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best honors thesis to **Jill Dione AC96**; for the best classroom essay to **Lynn Stanley AC97**; and for fiction to **Caroline Jennings AC96**

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extracurricular activities to **Leah Voigt '96**

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject to **Donna Cacace AC96**

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore to **Siri Scott '99** and **Elysabeth Young '98**

The **Samuel A. Eliot Jr./Julia Hefflin Award** for distinguished directing in the theatre to **Laura Schutzel '96**

The **Settie Lehman Fatman Prize** for the best composition in music in small form to **Alexandra Tucker '96** and **Jesse Recinos**, Hampshire College

The **Heidi Fiore Prize** to a senior student of singing to **Mary Milam '96**

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives to **Diane Barclay AC96J** and **Kyre Osborn '96**

The **Harriett R. Foote Memorial Prize** for outstanding work in botany based upon a paper, course work or other contribution to the plant sciences at Smith to **Diane Bowman AC96**, **Catherine MacGregor '96** and **Joy Sprinkle '96**

The **Henry Lewis Foote Memorial Prize** for excellence in course work in Biblical courses to **Adrie Kornasiewicz '97**

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature to **Jill Dione AC96**

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme to **Jill Dione AC96**

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major to: First Prize: **Eleanor Curry '97** and **Melissa Naulin '97**; and Honorable Mention to: **Patricia Brand '96**, **Charity Mack '96** and **Alexis Hill '97**

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** for an essay on music to **Olivia Bloechl '96**

The **Arthur Ellis Hamm Scholarship Prize** awarded on the basis of the best first-year's record to: First Prize: **Alexis Cordiano '98** and **Mary Saari '98**; Second Prize: **Theresa Chang '98**, **Kim Fujinaga '98**, **Ariel Gilbert-Knight '98** and **Amy Saari '98**

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English to **Rebecca Marshall '96**

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject to **Ji Eun Paik '96**

The **Margery Weddell Irish Prize** for the best student of watercolor in studio art this year

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith colleges or the University of Massachusetts to: First Prize: **Jill Dione AC96**; Second Prize: **Adrien-Alice Hansel '98**; Third Prize: **Nile Fair AC98**

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture to **Ruby Holdeman '96**

The **Barbara Jordan Award** for study of law to an African-American senior or alumna undertaking a career in law and public service

The **Mary Augusta Jordan Prize**, an Alumnae Association award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course to **Leila Merl '96**

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy, to **Barbara Johnston '96**

The **Phyllis Williams Lehmann Travel Award** to a senior majoring in ancient studies with emphasis on the history of art, intending to pursue the study of classical art at the graduate level to **Winona Stirling '96** and **Suzanne Swanson '96**

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris to **Sage Dillon '97** and **Hannah Stott-Bumsted '97**

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance to **Laura Schutzel '96**

The **Emogene Mahony Memorial Prize** for the best essay on a literary subject written by a first-year student to **Michelle Mondoux '99**; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize** for proficiency at the organ to **Jennifer Anderson '99**

The **Jeanne McFarland Prize** for excellent work in Women's Studies to **Gabriele Hadl '96** and **Bernadine Mellis '96J**

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy to **Abby Genel '96**

The **Bert Mendelson Prize** to a sophomore for excellence in computer science to **Stephanie Bilodeau '98** and **Shannon King '98**; and to a senior majoring in computer science for excellence in that subject to **Amy Josefczyk '96** and **Maryann Hopson '96**

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers, to **Gretchen Geser AC97J**

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mrs. Montagu Prize** for the best essay on a literary subject concerning women to **Victoria Mouris '96**

The **Multicultural Award of the Office of Minority Affairs** to a senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community to **Aiko Bethea '96** and **Susanna Zubia '96**

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life to **Tatiana Bertsch '96**, **Elizabeth Buchanan '96**, **Eszter Hargittai '96** and **Pamela Karwasinski AC96**

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a junior in Paris or Geneva for her commitment to the French language and European civilization to **Lissa Scouten '97**

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application to **Michele McKenzie '96**

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics to **Petya Koeva '96** and **Colleen Robles '96**

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics to **Gwendolyn Brown '96** and **Izumi Yamamoto '96J**

The **Judith Raskin Memorial Prize** for the outstanding senior voice student to **Diana Brewer '96**

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate to **Susannah Ricketts '96**

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and jus-

tice among people of diverse cultures to **Charmaine Manansala '96** and **Jill Mooney '96**

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College to **Evelyn Cantrell AC96**

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities to **Ellen Weiss '96**

The **Larry C. Selgelid Memorial Prize** for outstanding work in economics by a Smith senior to **Petya Koeva '96** and **Steliana Stoyanova '96**

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies to **Patricia Brand '96**, **Caroline Jennings AC96** and **Gina Rourke AC96J**

The **Andrew C. Slater Prize** for excellence in debate to **Natasha Young '96**; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre to **Carissa Barnett '96**, **Shaleece Haas '96** and **Fiona Kaul-Connolly '97J**

The **Smith Council of the Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism to **Aiko Bethea '96**, **Neelofer Chaudry '96**, **Amena Choudhury '96**, **Imrana Khara '97**, **Suzanne Lim '96** and **Susanna Zubia '96**

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction to: First Prize: **Therese Stanton AC96**; and Second Prize: **Leila Merl '96**

The **Valeria Dean Burgess Stevens Prize** for excellent work in Women's Studies to **Jennifer Margulies '96**

The **Mary Ellen Szmekowiak Prize** awarded on the basis of merit to a premedical student enrolling in medical school

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences to **Cailin Cammann '96** and **Anne Stagg AC96**

The **Rosemary Thomas Poetry Prize** for the best group of poems to **Gina Franco AC97**; and for the best individual poem

The **Tryon Prize** to a Smith or Five College undergraduate for the best essay on a work or works of art in the museum's permanent collection to **Amy Kurtz '96**

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies to **Lada Soljan '96** and **Alessandra Del Conte '96**

The **Anacleto C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy to **Winona Stirling '96**

The **Karel Fierman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual poise and leadership

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence to **Catherine Ahlin '96**

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics to **Jee Hyun Lim '96** and **Emily Moon '96**

The **Jochanan H.A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history to **Ann Silverman AC96J**

Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by en-

dowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$17,300, and 53 percent of our student body qualifies for need-based aid.

1996-97 Comprehensive Fee (required annual fees)

	Fall Semester	Spring Semester	Total
Tuition	\$10,190	\$10,190	\$20,380
Room*	1,560	1,560	3,120
Board*	1,900	1,900	3,800
Student activities fee	79	79	158
Comprehensive fee	\$13,729	\$13,729	\$27,458

* Room and board will be billed as a combined charge of \$3,460 each semester, or a total of \$6,920 for 1996-97.

Statements for semester fees are mailed on or about July 10 and December 10. Payment of charges for the fall semester is due August 5; payment for spring semester is due January 5. Checks should be made payable to Smith College. Balances that remain unpaid after the due dates are subject to late fees. Non-payment of fees may prevent a student from participating in the house decision process, registering for classes and receiving official grade transcripts or diplomas.

Smith College is pleased to offer a variety of financing options, which are described on pages 37–39.

A student will incur certain additional expenses during the academic year which will vary according to each family's accustomed standard of living. A student should be prepared to spend approximately \$575 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

FEE FOR NONMATRICULATED STUDENT

Per course for credit \$2,550

FEES FOR ADA COMSTOCK SCHOLARS

Application fee \$45
Room only one night per week, per semester
(15 weeks) \$220
Room and board one night per week,
per semester (15 weeks) \$545
Each one-credit course \$640
One four-credit course \$2,550
Two four-credit courses \$5,100
Three four-credit courses \$7,650
Four four-credit courses \$10,190

STUDENT ACTIVITIES FEE

The \$158 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

1996–97 Optional Fees

STUDENT HEALTH INSURANCE—\$700

The \$700 Student Health Insurance fee is split between the two semesters and covers the student

from September 1 through the following August 31. Massachusetts law requires that each student have adequate health insurance, so Smith College offers a health insurance plan through the Chickering Group. Details about the insurance are mailed during the summer. A student is automatically billed for insurance, but has the option to cancel enrollment in the plan if she can demonstrate comparable coverage. She will have until August 5 to cancel enrollment in the college insurance for any part of the 1996–97 academic year.

MASSPIRG—\$8

The \$8 MASSPIRG fee is billed second semester and is *approved by a vote of the student body*. It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student has the option to have the fee canceled.

Other Fees and Charges

APPLICATION FOR ADMISSION—\$50

The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and form to the Ada Comstock office prior to February 15.

ENROLLMENT DEPOSIT—\$300

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. *\$100 representing a General Deposit* component is held until the student graduates or withdraws from the college. The \$100 is refunded only after deducting any unpaid fees or fines and is not refunded to a new student who withdraws before she enters her first semester. *\$200 representing a Room Deposit* component is credited \$100 toward her fall semester charges and \$100 toward her spring semester charges.

ROOM DEPOSIT—\$200

A returning resident student pays a room deposit in March which serves to reserve a room for the subsequent year, and which is credited \$100 to each semester bill. The deposit is non-refundable.

A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, transferred into a separate holding account until she returns. If she does not return, the deposit will be forfeited.

Payment of the room deposit alone does not guarantee participation in the house decision process for a returning student. The student account must also be in good standing as determined by the bursar in the controller's office in order for the student to become eligible to participate.

NONRESIDENT FEE—\$20 PER SEMESTER

The \$20 nonresident fee helps to cover the cost of services such as mail delivery and maintenance of lounges for off-campus students.

REFRIGERATOR ENERGY FEE—\$15 PER SEMESTER

The \$30 refrigerator energy fee helps to defray the energy cost incurred through the use of a refrigerator by a student in her room.

FEE FOR MUSICAL INSTRUCTION—\$375 PER SEMESTER (ONE HOUR LESSON PER WEEK)

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

- Courses in ensemble when given individually \$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

- Use of a practice room, one hour daily \$25 per year
- Use of a practice room, one hour daily, and of a college instrument \$50 per year
- Use of organ, one hour daily \$100 per year

FEE FOR RIDING CLASSES PER SEMESTER

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also

board horses for students, at a cost of \$370 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

- Two lessons per week \$330

STUDIO ART COURSES PER SEMESTER

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

- Required materials \$5–\$63
- Additional supplies \$12–\$100

CHEMISTRY LABORATORY COURSE PER SEMESTER—\$6–\$15 PLUS BREAKAGE

CONTINUATION FEE—\$50 PER SEMESTER

Students on leave of absence or attending other institutions on exchange programs will be assessed a continuation fee to maintain enrollment status at the college.

Refunds

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. *A \$100 withdrawal fee will be charged* in addition to any refund calculations made. Credit balances remaining on an account at the time of withdrawal must be resolved before a refund calculation is performed.

PRO RATA REFUND CALCULATION

If a student attending Smith College in her first semester (including transfer students) withdraws within the first 60 percent of the semester (first nine weeks), she will receive a pro rata refund. A "refund" is the unearned amount of Smith charges returned to the student financial aid programs on behalf of the student. The refund is defined as the difference between the amount paid toward institutional charges and the amount Smith may retain.

It is based on the percent of attendance and must include returning at least a portion of Title IV funds (Federal Pell Grant, FSEOG, Federal Perkins Loan, Federal Direct Stafford/Ford Loan or Federal

Plus). An adjustment of institutional fees (tuition, room and board and activities fee) would be calculated as shown below (a similar calculation would occur for spring):

Pro Rata Refund Schedule (students entering Smith for the first time)

Fall Withdrawal Dates	Spring Withdrawal Dates	Percent Refund	Tuition	Room and Board	Activity Fee
until 9/4/96	until 1/26/97	100%	\$10,190	\$3,460	\$79
9/5–9/13/96	1/27–2/4/97	90	9,171	3,114	71.10
9/14–9/24/96	2/5–2/13/97	80	8,152	2,768	63.20
9/25–10/3/96	2/14–2/21/97	70	7,133	2,422	55.30
10/4–10/14/96	2/22–3/4/97	60	6,111	2,076	47.40
10/15–10/23/96	3/5–3/13/97	50	5,059	1,730	39.50
10/24–11/1/96	3/14–3/24/97	40	4,076	1,384	31.60
after 11/1/96	after 3/24/97	0	0	0	0

Note: "Total institutional fees" is defined as tuition plus room and board plus student activities fee only (\$13,729 total institutional fees = \$10,190 tuition + \$3,460 room and board + \$79 student activities fee)

FEDERAL REFUND CALCULATION (ADOPTED AS INSTITUTIONAL REFUND)

If a student returning to Smith College (including a first-time student entering her second semester) withdraws on or after the first day of classes, she

will receive a federal refund based on the percentage of days in attendance. If that same student is receiving Title IV funds, both a pro rata and federal refund calculation must be made and compared so that the largest refund can occur.

Federal Refund Schedule (students returning to Smith)

Fall Withdrawal Dates	Spring Withdrawal Dates	Percent Refund	Tuition	Room and Board	Activity Fee
until 9/4/96	until 1/26/97	100%	\$10,190	\$3,460	\$79
9/5–9/13/96	1/27–2/4/97	90	9,171	3,114	71.10
9/14–9/30/96	2/5–2/18/97	50	5,095	1,730	39.50
10/1–10/25/96	2/19–3/23/97	25	2,548	865	19.75
after 10/25/96	after 3/23/97	0	0	0	0

If a student who has not waived the student health insurance and/or MASSPIRG fees withdraws once classes have begun, no refund of these fees will be made. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board and student activities fee, insurance and MASSPIRG. All disbursed Title IV

funds are an overpayment and must be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. All appeals to this policy will be referred by the bursar to an appeals committee.

The date of withdrawal shall be whichever is the later of:

- The date on which the student notifies her dean or the registrar of her withdrawal in writing; or
- The date on which the student vacates college housing; or
- The date on which the college has determined to be the date of withdrawal no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food

services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith is pleased to offer a variety of financing options to assist you in successfully planning for timely payment of your 1996–97 college bill. Included in these offerings are a select group of payment plans and loan options.

Remember: We're here to help you resolve your concerns about how to finance your education. If you have questions after reviewing the information presented here, get in touch with us.

Summary of Payment Plans

	Semester Plan	Monthly Plan Option 1 <i>Smith College ACH Plan</i>	Monthly Plan Option 2 <i>TMS Plan</i>	Monthly Plan Option 3 <i>Knight Plan</i>	Monthly Plan Option 4 <i>AMS Plan</i>	<i>Smith Prepaid Stabilization Plan</i>
Eligibility	All Smith students	All Smith students	All Smith students	All Smith students	All Smith students	Smith students not eligible for Smith grant aid
Service/application fee	N/A	\$50	\$50	\$50	\$50	None
Advantages	Allows two equal installments	Allows 10 monthly payments automatically debited from your bank account	Allows 10 monthly payments; provides option for insurance against death	Allows 10 monthly payments; provides option for insurance against death	Allows 10 monthly payments; provides insurance against death	Allows participants to avoid future yearly tuition increases

Summary of Loans

STUDENT LOAN		PARENT LOAN OPTIONS	
	Federal Direct Stafford/Ford Loan	Federal Direct PLUS Loan	AchieverLoan
Eligibility	Enrollment at least 1/2 time	Creditworthy parents of dependent Smith students; credit check performed but no formal debt to income analysis required	Creditworthy families of Smith students
Loan limits	1st year - \$2,625 2nd year - \$3,500 3rd year - \$5,500 4th year - \$5,500	Cost of attendance less other financial aid	Total educational expenses for 1 year or for all 4 years minus financial aid
Aggregate loan limit	\$23,000	Cost of attendance less other financial aid	N/A
Service/application fee	4%	3%	\$55
Interest rate	Variable 91-day T-bill + 3.1% Current rate: capped at 8.25%*	1-yr. T-bill + 3.1% Current rate: 8.98% capped at 9.00%*	Fixed inception rate of 8.5% thru 5/96 variable quarterly set to 13-wk T-bill + 4.5% Current variable rate: 10.25%
Guaranty/origination fee	None	1%	Up to 3%
Advantages	Low interest rate for students even if they do not qualify for need-based aid; can defer payment until after graduation; in-school interest subsidy available based on need	Loan is federally guaranteed; low interest rate; extended repayment; choice of principal and interest payments or interest only available to borrowers choosing the college's suggested lender	Low monthly payments; allows 15 years to repay; home mortgage option; principal payments may be deferred while student is enrolled

* As of 2/15/96

Summary of Loans (cont.)

PARENT LOAN OPTIONS (CONT.)			
	MassPlan	Share	Financing Smith Prepaid Stabilization with MassPlan or Share
Eligibility	Creditworthy families of Smith students	Creditworthy families of Smith students	Creditworthy families of Smith students who do not qualify for Smith grant aid
Loan limits	\$2,000 to total educational expenses for 1 year	\$2,000 to total educational expenses for 1 year	4 times \$20,380
Aggregate loan limit	N/A	N/A	4 times \$20,380
Service/ application fee	None	None	None
Interest rate	Fixed rate expected to be 7.75 to 8.75%; variable based on monthly sale of commercial paper Current rate: 8.9% (APR would be a bit higher)	Monthly variable will not exceed prime + 2	Same as MassPlan or Share
Guaranty/ origination fee	3.75%	5%	Same as MassPlan or Share
Advantages	Low monthly payments; allows 10–15 years to repay; home mortgage option	Low monthly payments; allows 20 years to repay; principal payments may be deferred while student is enrolled	Same as MassPlan or Share

Further details about the payment plans and loan options are included in the *Financing a Smith Education* handbook, mailed by the controller's office in April.

Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort to fully aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan.

Smith College is committed to a very generous financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students. The evaluation and rating of applicants are based strictly on academic and personal qualities of each applicant, with no consideration of financial need. Full aid packages are offered to students with the highest ratings until the aid budget is exhausted. If the class is not yet complete, some decisions on the margin may take into account the amount of financial aid required to fully fund the student. In the past few years, approximately 1 to 4 percent of the applicant pool has been affected by this policy, although many of those students were later admitted from the wait list with full financial aid. Thus the college continues to be need-blind for 96 to 99 percent of the applications to Smith. *Please note* that financial aid is not available to students who do not meet the published deadlines.

To determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that copies be sent to Smith. The FAFSA and PROFILE forms are available in December from high school guidance offices and from our Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive the output from an applicant's completed FAFSA and PROFILE, we calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most re-

cent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 53).

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to students in emergency situations.

You must apply for financial aid at the time you apply for admission. If you do not, you will be ineligible to apply for or receive college aid until you have completed 64 credits at Smith (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you are not eligible to receive college grant aid or work-study jobs during these periods, you may still be eligible for loans, federal and state aid and some campus

jobs. Exceptions may be made only if you have an unexpected family financial emergency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. More detailed deadline information is available in the brochure *Financing a Smith Education* and in individual Smith aid application packets.

Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class, but must include a financial aid transcript from each institution attended. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing *and* complete at least 32 credits at Smith.

Ada Comstock Scholars

No woman should hesitate to apply to Smith because of an inability to pay the entire cost of education at a private college. Smith will make every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. College policy prohibits granting any Smith funds beyond the level of billed fees. No token awards are offered, and no aid is given for merit alone. Women from all economic backgrounds are encouraged to apply.

Applicants to the Ada Comstock Scholars Program should read carefully *Financing a Smith Education*. Copies are available from the financial aid office or the Ada Comstock Scholars Program office.

Financial Aid Awards

A financial aid award may be comprised of grants, suggested loans, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings

and savings and to apply for any federal, state and local scholarships for which she may be eligible.

LOANS

Most students borrow through the Federal Direct Stafford/Ford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described under "Payment Plans and Loan Options" in this chapter. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Inquiries about student loans should be addressed to the loan coordinator in the Office of Financial Aid.

CAMPUS JOBS

The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students usually work an average of eight hours a week for 32 weeks, usually for Residence and Dining Services, with a normal earnings ceiling of \$1,510. Students in other classes hold regular jobs averaging 10 hours a week for 32 weeks and can earn up to \$1,890. Student-specific earnings limits are specified in aid awards and may not be exceeded. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but some students use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in non-profit, community service positions.

GRANTS

Grants are gifts that do not require repayment by the student or her family. We participate in the Federal Pell Grant Program and receive a yearly allocation for Federal Supplemental Educational Opportunity Grants and Massachusetts state Gilbert Grants. Most grants, however, are awarded

from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations and other organizations; and from general income.

OUTSIDE AID

Outside merit awards may be used to reduce a student's suggested loan; job; or family contribution, if permitted by federal regulations. The first \$500 in outside aid may be used as a direct dollar-for-dollar reduction. Any amount between \$501 and \$3,500 is used to reduce equally Smith Grant and the suggested loan, job or family contribution. Awards in excess of \$3,500 replace Smith Grant dollar for dollar. The Office of Financial Aid must be notified by July 1 of the award year in order to reduce the loan, job or family contribution. Outside aid received after July 1 will reduce the Smith Grant only.

Entitlement awards for state or federal sources and tuition subsidies based on parents' employment are not considered merit aid and reduce any Smith Grant dollar for dollar. One-half of rehabilitation benefits received will first reduce the standard suggested loan, up to one-half of the loan amount, and the remainder will reduce Smith Grant. Rehabilitation assistance for books goes directly to the student and does not affect the aid package. Need-based loans to the student from state or outside agencies may be used to replace either the suggested federal loan or job dollar for dollar.

MUSIC SCHOLARSHIPS

Each year the college awards scholarships equal to \$250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

The Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or

junior enrolled in a performance course at Smith College, based on merit and commitment.

SCHOLARSHIPS FOR NORTHAMPTON AND HATFIELD RESIDENTS

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 8:30 a.m. and 4:30 p.m. Eastern time.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT I and SAT II tests (formerly known as Achievement Tests), or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–42.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

Smith College will accept college-level work completed prior to matriculation as a degree student provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

We require each applicant to take the Scholastic Assessment Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests (formerly the Achievement Tests), especially the one in Writing, are strongly recommended but not required. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the examina-

tions in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT I and SAT II tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 46 for further information.)

Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates

under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (pp. 51–52) for information governing eligibility for and use of Advanced Placement credit.

First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
Testing completed by:	October	November	January
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	February 1
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
	<i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>		
Submit the nonrefundable enrollment deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	July 15	July 15	July 15

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information

with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March.

Deferred Entrance

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1.

Deferred Entrance for Medical Reasons

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission by August 30. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. Decisions will be mailed by December 15. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by April 5. Students whose applications are complete by May 1 will receive decisions by May 15. Candidates whose applications are complete by June 1 will receive decisions by June 15. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 43–44 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any

part of the junior or senior year studying on off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalauréat, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

Readmission

See Withdrawal and Readmission, page 55.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars places particular emphasis on an autobiographical essay and an exchange of information. A candidate should schedule her interview appointment before submitting her application and, when possible, at least two months prior to the deadline, February 10. It is the applicant's responsibility, before scheduling her interview appointment, to contact previous educational institutions to request that all relevant credentials be sent directly to the Ada Comstock Scholars Program Office.

Ada Comstock Scholars are expected to have completed at least one year of transferable credit before matriculation at Smith. Those students who offer little or no college-level work normally are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

Candidates are advised to file applications and credentials as early as possible. For a candidate to be considered for September entrance, the application and all attendant material must be in the Ada Comstock Scholars Program Office by February 10.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. An applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse.

A brief description of the program can be found on pages 10–11. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Ada Comstock Scholars Program Office.



Academic Rules and Procedures

Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; one of these years must be either the junior or the senior year. (For accelerated programs, see p. 10.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Election of Courses

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades.

Approved summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. See Academic Credit, pages 51–53.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

Admission to Courses

PERMISSIONS

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a year-long course at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

SEMINARS

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

SPECIAL STUDIES

Special Studies are open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required. A maximum of 16 credits of special studies may be counted toward the degree.

STUDENT-INITIATED COURSES

Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating

such a course are available in College Hall 23. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

INDEPENDENT STUDY

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

INTERNSHIPS

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

AUDITING

A student may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

AUDITING BY NONMATRICULATED STUDENTS

A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio art courses are not open to nonmatriculated students. Records of audits are not maintained.

Changes in Course Registration

ADDING AND DROPPING COURSES

During the first 10 class days (up to September 18 in the first semester and February 7 in the second semester), a student may enter or drop a course with the approval of the adviser. From the 11th through the 15th day of class (up to September 25 in the first semester and February 14 in the second semester), a student may enter a course

with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 9 in the first semester and February 28 in the second semester):

1. after consultation with the instructor;
2. with the approval of the adviser and the class dean; and
3. provided that other courses for at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the last day of classes, for any reason, without penalty.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Fine for Late Registration

A student who has not registered for courses by the end of the advising and registration period in November and April will be fined \$25 payable at the time of registration. In addition, a fine of \$25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the six weeks, she will be administratively withdrawn.

Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should

be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Information is also available through the Five College on-line catalogue. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for an approved course at one of the other four institutions no later than September 18 in the first semester, and February 7 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 340–350 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, pass-fail procedures and deadlines for completing coursework and taking examinations. Regulations governing changes in enrollment in Five College courses are included in the students' registration packets each semester. Inquiries should be addressed to the registrar at the appropriate institution.

Academic Credit

Grading

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith indicate the following:

A	(4.0)	C–	(1.7)
A–	(3.7)	D+	(1.3)
B+	(3.3)	D	(1.0)
B	(3.0)	D–	(0.7)
B–	(2.7)	E	(0.0)
C+	(2.3)	S: satisfactory	(C– or better)
C	(2.0)	U: unsatisfactory	

SATISFACTORY/UNSATISFACTORY OPTION

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

- 1) the instructor approves the option;
- 2) the student declares the grading option by the end of the ninth week of classes (November 8 in the first semester, and April 4 in the second semester); and
- 3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the Administrative Board only (1) to make up a shortage

of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

College Credit Earned Before Matriculation

Beginning with the Class of 2000, Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses can be counted for the degree. With the prior approval of the class dean, the credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student enters her senior year only after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. No credit will be given for Interterm courses taken elsewhere (including those offered on other Five College campuses), and students may not take more than four credits during any one Interterm at Smith.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Repeating Courses

Normally courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

A first-year student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester. A first-year student with a grade

point average between 1.8 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make

clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

Leaves, Withdrawal and Readmission

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for academic reasons (on a Smith or non-Smith program) or for personal reasons may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The reservation deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her reservation deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory

completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Medical Leave

If a student leaves the college on the advice of the health services, confirmation will be sent to her and her family by the registrar. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the director of health services for evaluation, and a personal interview may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by Health Services. Instructors will be notified of the student's status by the class deans' office.

a. If a student has consulted with Health Services about the condition that necessitated her short-term medical leave, she must be cleared by Health Services before returning to campus.

b. If a student notifies the class dean that she has left campus for medical treatment at home, or has developed a medical condition while away from campus, the class dean will instruct her to notify Health Services. Health Services will decide whether a student will be required to submit documentation and be cleared before she is allowed to return to campus. If the medical condition is such that clearance by Health Services is not necessary, the student must notify the class dean of her return to campus.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. The official date of withdrawal recorded on the student's record is the last day the student attended classes at Smith College.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before December 1. The administrative board acts upon all requests for readmission. Normally, students who have withdrawn from the college must be away for at least one full semester.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

Graduate Study

At Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal enjoyment or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts (in dance and theatre), master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, students from foreign countries may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs

describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program; and financial aid forms before February 15. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before February 1 of the proposed year of entry into the program. Applications for the master of arts program in Italian must be received on or before January 15 of the proposed year of entry into the program; applications for the master of fine arts program in dance (without financial aid) must be received on or before March 1 of the proposed year of entry into the program; applications for the

OFFICE OF GRADUATE STUDY
106 LILLY HALL
SMITH COLLEGE, NORTHAMPTON, MA 01063
TELEPHONE: (413) 585-3050
E-MAIL: GRADSTDY@SMITH.EDU

master of education of the deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply (without financial aid) as late as April 15 for first semester. The deadline for second-semester applications (without financial aid) is December 1. Applicants must submit their credentials and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Candidates are asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College does not discriminate in its admission policy, programs or activities on the bases of race, color, creed, handicap, national/ethnic origin, age, religion, sexual orientation or disabled veteran/Vietnam era veteran status. Nor does the college discriminate on the bases of race, color, creed, handicap or national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, athletic and other school-administered programs, or employment practices and programs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, Smith College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Affirmative Action, College Hall #3, (413) 585-2141, 2142.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Degree Programs

Master of Arts

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are

permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of history, physics and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

BIOLOGICAL SCIENCES

Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We offer opportunities for advanced study and research in a wide variety of specializations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

EDUCATION AND CHILD STUDY

At least three courses in education above the introductory level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 552a or b and a thesis are required. The remainder of the program

is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination. Applicants should contact the chair of the Department of Education and Child Study to discuss their field of study.

ITALIAN

Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

MUSIC

The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for

graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

RELIGION

Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate must have completed undergraduate studies in religion and in related fields such as can satisfy the department that he or she has the demonstrated competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

Master of Arts in Teaching

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration—normally, a major—in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, English, French, geology, history, math-

ematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. (International students not seeking certification are exempt from the summer program.) The student without teaching experience takes 16 credits in the teaching field and 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 12 to 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and normally no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B— or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude

and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Office of Graduate Study, Lilly Hall 106, Northampton, Massachusetts 01063.

Master of Fine Arts (Department of Dance)

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Performance, production, choreography and history of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Rodger Blum, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year

sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300-level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-minus, but the degree will not be awarded to a student who has no grade above this minimum.

Master of Science in Exercise and Sport Studies

Graduate study has been offered by the Smith College Department of Exercise and Sport Studies (ESS) since 1935. The program now focuses on preparing coaches for women's intercollegiate teams. The graduate curriculum blends theory courses in exercise and sport studies with hands-on coaching experience. By design, the master's program is a small one, with only 10 to 15 candidates in residence. This makes it possible to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and appropriate athletic experience. Students who do not have courses in exercise physiology and kinesiology should anticipate work beyond the normal 54 credits. For more information contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971 (e-mail: mfinley@smith.edu; World Wide Web: <http://www.smith.edu/~dsiegel/default.html>).

Doctor of Philosophy

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a mini-

mum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Master/Ph.D. of Social Work

The School for Social Work offers a Master of Social Work Degree which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive post-graduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted

and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Personal Services

Housing

Two on-campus housing options may be available for graduate students for the 1996–97 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

ROOM-ONLY PLAN

Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. The fee of \$3,120 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

ROOM-AND-BOARD PLAN

Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. The fee of \$6,920 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students born after January 1, 1957 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the doctors' office (outpatient department) and to participate in the Smith College health insurance program as follows:

DOCTORS' OFFICE (OUTPATIENT DEPARTMENT)

Use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a charge of \$50 plus laboratory fees at the time of the first visit; immunization fees are separate.

HEALTH INSURANCE

The college has its own insurance plan, underwritten by Chickering Benefit Planning, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

Massachusetts law requires that each student have adequate health insurance, so we offer a health insurance plan through the Chickering Group. Details will be mailed to students as a separate mailing from the first-semester bill. Enrollment in the Smith insurance plan may be canceled for students who can demonstrate comparable coverage. Students have until August 1 to cancel enrollment in the insurance.

Finances

Tuition and Other Fees*

Application fee	\$45
Tuition for full-time work, for the year** ..	\$20,380
Tuition for part-time work, per four-credit course	\$2,550
Fee per one-credit course	\$640
Summer Intern Teaching Program tuition for degree candidates	\$1,000
Continuation fee, per semester	\$50
Room and board for the academic year† ..	\$6,920
Room only for academic year	\$3,120
Health insurance estimate(if coverage will begin September 1)	\$700
(if coverage will begin July 1)	\$816

For additional information concerning fees for practical music and studio art see page 35.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15 and for the second semester by January 15. Balances unpaid at this time are subject to a Late Payment Fee (LPF) equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

Deposit

A general deposit of \$100 is required from each student upon admittance. (This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is

not refunded for new students in the case of withdrawal before entrance.)

Refunds

Please refer to pages 35–37 for full information on refunds.

Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due February 15: the CSS Financial Aid Profile; the Free Application for Federal Student Aid (FAFSA); a copy of parents' IRS form 1040, upon request; a copy of student's IRS form 1040, 1040A or 1040EZ; and a financial aid transcript from each college or university attended.

Several scholarships are available for international students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at present is \$8,670 for the first year and \$9,070 for the second year. Teaching fellows receive assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments

* Subject to change

** This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal William D. Ford Direct Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent. If this program proves to be successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

Changes in Course Registration

During the first 10 class days (up to September 18 in the first semester and February 7 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

From the 11th through the 15th day of class (up to September 25 in the first semester and February 14 in the second semester), a student may

enter a course with the permission of the instructor, the adviser and the director of graduate study.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 9 in the first semester and February 28 in the second semester):

- 1) after consultation with the instructor; and
- 2) with the approval of the adviser and the director of graduate study.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.

Courses of Study, 1996–97

	Designation	Academic Division
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Major in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Major and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Minor in the Department of East Asian Languages and Literatures*	EAL	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Interdepartmental Minor in Engineering	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I

Key: Division I The Humanities
 Division II The Social Sciences and History
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Environmental Science	EVS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Majors in the Department of French Language and Literature	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of Geology	GEO	III
Majors and Minors in the Department of German Studies	GER	I
Majors and Minors:		
German Literature Studies	GLS	I
German Culture Studies	GCS	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Major and Minor in the Department of Italian Language and Literature	ITL	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Major and Minor in Latin American Studies	LAS	I/II
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Sciences	MSC	III
Major and Minor in the Department of Mathematics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor in the Department of Music	MUS	I
Interdepartmental Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion and Biblical Literature	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in Sociology	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Majors: Peninsular Spanish Literature	SPN	I
Latin American Literature	SLL	I
Portuguese-Brazilian Studies	SPB	I
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I

*Portuguese language courses are designated POR.

Major and Minor in the Department of Theatre	THE	I
Interdepartmental Minor in Third World Development Studies	TWD	I/II
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Women's Studies	WST	I/II/III
Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Middle East Studies	MEC	
Five College Self-Instructional Language Program	SIL	
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

- 100 level

Introductory courses (open to all students)
- 200 level

Intermediate courses (may have prerequisites)
- 300 level

Advanced courses (have prerequisites)
- 400 level

Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
- 400

Special Studies

400a/b (variable credit, as assigned)

404a (first semester, four credits)

404b (second semester, four credits)

408d (full year, eight credits)

- 410

Internships (credits as assigned)
- 420

Independent Study (credits as assigned)
- 430d

Honors Thesis (full year, eight credits)
- 431a

Honors Thesis (first semester, eight credits)
- 432d

Honors Thesis (full year, 12 credits)
- 500 level

Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
- 580

Special Studies
- 590

Thesis
- 900 level

Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall, a “b” in the spring; a “j” indicates a course offered for credit during Interterm; a “c” indicates a summer course; and a “d” indicates a full-year course in which credit is granted after two semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately

with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a Forms of Writing

ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a Introduction to Biology

BIO 112b A continuation of 111a

Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed "101a, 102b. Prerequisite for 102b is 101a."

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.
- Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory of intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and described in that department's course listings.

COURSES WITH LIMITED ENROLLMENT

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a

seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

INSTRUCTORS

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

† absent for the year

* absent for the first semester

** absent for the second semester

§ director of a Junior Year Abroad Program

¹ appointed for the first semester

² appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

MEETING TIMES

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

OTHER SYMBOLS AND ABBREVIATIONS

dem.: demonstration course

lab.: laboratory

Lec.: lecture

sect.: section

dis.: discussion

(): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.

(E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.

(C): The history department uses a "C" in parentheses after the course number to design-

nate colloquia that are primarily reading and discussion courses limited to 20 students.

(L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

L: The dance and theatre departments use an “L” to designate that enrollment is limited.

P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.

AP: Advanced Placement. See pp. 51–52.

S/U: Satisfactory/unsatisfactory. See p. 51.

[] Courses in brackets will not be offered during the current year

{ } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 27 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a backslash, e.g., {L/H/F}:

- L** Literature
- H** Historical studies
- S** Social science
- N** Natural science
- M** Mathematics and analytic philosophy
- A** The arts
- F** A foreign language

Afro-American Studies

Associate Professors

Cynthia Smith, Ph.D.

Louis E. Wilson, Ph.D., *Chair*

Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

Assistant Professor

Ann Arnett Ferguson, Ph.D.

Lecturer

Ed Ferguson, Ph.D.

Students majoring or minoring in Afro-American studies must take two of 111a, 113a or 117a.

111a Introduction to Black Culture

An introduction to some of the major perspectives, themes and issues in the field of African-American studies. Our focus will be on constructs of citizenship and racial identity, of individual and group rights as we examine the economic, social and legal structures which frame the Black experience in the United States today. {S} 4 credits

Ann Arnett Ferguson

T Th 9–10:20 a.m.

113a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature. {L} 4 credits

Cynthia Smith

M W F 10–10:50 a.m.

117a History of Afro-American People to 1960

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems and the Afro-

American's resistance; the rise of Jim Crow; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, Martin Luther King, Jr. and Malcolm X. {H} 4 credits

Louis Wilson

T Th 10:30–11:50 a.m.

PHI 210a Issues in Recent and Contemporary Philosophy

Topic for 1996–97: American Philosophy in Black and White. 4 credits

Jane Braaten

T Th 10:30–11:50 a.m.

212b Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural and class variables on contemporary Afro-American families, using current research, family cases and implications of public policy. {S} 4 credits

Ann Arnett Ferguson

M W F 11 a.m.–12:10 p.m.

SOC 213b Ethnic Minorities in America

THE 214a Black Theatre

216a Colloquium: Afro-American Folk Culture
Analysis of values, cultural mores and artistic ex-

pressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept and the artistic image as related to cultural and political forces within the popular culture. Prerequisite: 111, 113, 117 or equivalent. {S} 4 credits

Ann Arnett Ferguson

T Th 3–4:50 p.m.

218b History of Southern Africa

Southern Africa is a region the size of the United States which includes a dozen independent nation-states today. Precolonial African civilizations will be surveyed as a background to European conquest. The major focus will be on 20th-century movements for freedom from colonial and minority rule in the region. Special attention will be given to South Africa. {H} 4 credits

Ed Ferguson

M 7:30–9:30 p.m.

SOC 218a Urban Sociology

[220a Women of the African Diaspora]

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of the United Kingdom, North America, Latin/South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology or women's studies. To be offered in 1997–98. {S} 4 credits

[ANT 231a Africa: A Continent in Crisis]

237b Major Black Writers

This is a course in which we read five works by black male writers and five works by black female writers. We will ask—among other questions—what role gender plays in shaping themes, structures and other literary devices within the selected works. We will read such classic works as *Native Son*, *Invisible Man* and *Go Tell It On the Mountain* along with such newer works as *Beloved*, *The*

Color Purple, *Wild Seed* and *Corregidora*. {L} 4 credits

Cynthia Smith

T Th 9–10:20 a.m.

[PHI 240b Philosophy and Women]

[243b Afro-American Autobiography]

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Maya Angelou's *I Know Why the Caged Bird Sings* and Patricia Williams' *The Alchemy of Race and Rights*. To be offered in 1997–98. {L} 4 credits

245b The Harlem Renaissance: 1912–1940

Literary texts from the Harlem Renaissance period mirror a variety of cultural, social and political concerns. Topics to be explored include Africa consciousness, class and color consciousness, the social role of art and the politics of protest. Prerequisite: 113 or permission of the instructor. {L} 4 credits

Cynthia Smith

T Th 1–2:50 p.m.

255b History of African American and Jewish American Relations in the United States From the Colonial Period to About 1980

The historical relationship between African-Americans and American Jews is long and complex. It intersects at many points and over many issues during the past two centuries. The points of extensive contact between African-Americans and American Jews will be the focus of this course. (E) {H/S} 4 credits

Louis Wilson and Howard Adelman (Jewish Studies)

M W 2:40–4 p.m.

258a (L) 20th-Century Africa: A Modern History

This introduction to the history of Africa in the 20th century covers the periods of colonialism (1900–1945), nationalism (1945–1960) and independence (1960s to the present). Social content is added to the analysis by reading outstanding works of historical fiction authored by Africans. An

attempt will be made to understand the causes of and possible solutions to the crisis in Africa today. **{H/S}** 4 credits

Ed Ferguson

M W 2:40–4 p.m.

[PSY 267a Psychology of the Black Experience]

270b The History of Afro-Americans in the South From the Civil War to the End of World War II

Topics include the Civil War, Reconstruction, Northern Migration, disfranchisement and segregation, and the reimposition of white supremacy. The emergence of black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington and W.E.B. DuBois will also be discussed. **{H}** 4 credits

Louis Wilson

T Th 9–10:20 a.m.

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism" and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Enrollment limited to 40. Not open to first-year students. Recommended: 117. **{H}** 4 credits

Louis Wilson

T Th 1–2:50 p.m.

287b History of Africa to 1900

This survey spans the history of Africa from earliest times to the beginning of European colonial rule. Topics include the study of early human society, ancient Egypt, the old trading states of West Africa, Swahili civilization, the Atlantic slave trade and European imperialism. **{H}** 4 credits

Ed Ferguson

T Th 10:30–11:50 a.m.

THE 315b Colloquium: African and Caribbean Theatre

317a Seminar: History of the Afro-American Woman and the Feminist Movement, 1830 to Present

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Recommended: 111a or b, 113a or 117b. **{H}** 4 credits

Ann Arnett Ferguson

M 7:30–9:30 p.m.

GOV 321b Seminar in Comparative Government

[326b Seminar: The Sociocultural Development of the Afro-American Woman]

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. To be offered in 1997–98. **{S}** 4 credits

335a Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the thirteenth amendment. Recommended background: 117a. **{H}** 4 credits

Louis Wilson

W 7:30–9:30 p.m.

348a Black Women Writers

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. Prerequisite: one college-level literature course or permission of the instructor. **{L}** 4 credits

Cynthia Smith

M W F 1:10–2:30 p.m.

**350b Seminar: Race and Representation:
Afro-Americans in Film**

This course will examine the representation of African-Americans in U.S. cinema from two perspectives. The first views the images of African-Americans in Hollywood film and the social historical context in which these representations are produced. The continuity of images as well as their transformation will be a central theme of investigation. The second perspective explores the development of a Black film aesthetic through the works of directors Oscar Micheaux, Julie Dash, Spike Lee, Matty Rich and Isaac Julien. We will attend to their representations of blackness and the broader social and political community in which they are located. Prerequisite: 111, 113, 117 or the equivalent. {S} 4 credits

Ann Arnett Ferguson

Th 3–4:50 p.m.; screening time W 7–10 p.m.

**FRN 365b Francophone Literature: Literature
of the Caribbean**

4 credits

Ruth Simmons and Leyla Ezdinli

W 1:10–3 p.m.

404a Special Studies

Required for senior majors. 4 credits

404b Special Studies

4 credits

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232a, 340b; [DAN 272a], [375b]; ECO 230b; FRN 365b; GOV 311b; HST 266a, 267b, 273a, [275a], 276a; [PSY 267a]; SOC 203b.

The Major

Adviser: Louis Wilson.

Adviser for Study Abroad: Ann Arnett Ferguson.

Basis: two of the following: 111a, 113a, 117a.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

The Minor

Adviser: Ann Ferguson.

Basis: two of the following: 111a, 113a or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history or the historical, social and literary study of the Afro-American woman.

Honors

Director: Cynthia Smith.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

American Studies

†Daniel Horowitz, Ph.D., Professor of American Studies and of History

†Helen Lefkowitz Horowitz, Ph.D., Professor of History and of American Studies

Ayesha E. Shariff, M.A., Visiting Instructor in American Studies and Women's Studies

Marjorie Richardson, M.A., Lecturer

Marc Pachter, Ph.D., Lecturer

Richard Todd, B.A., Visiting Writer

¹Sherry Marker, M.A., Lecturer

¹Donald Weber, Ph.D., Lecturer

²Kenneth Hafertepe, Ph.D., Adjunct Associate Professor

²Brett Thomas Averitt, Ph.D., Lecturer

Hamburg Exchange Lecturer

Bettina Friedl

American Studies Committee

Robert Averitt, Professor of Economics, *Director*

†Daniel Horowitz, Professor of American Studies and of History

†Helen Lefkowitz Horowitz, Professor of History and of American Studies

Donald Leonard Robinson, Professor of Government

Peter Isaac Rose, Professor of Sociology and *Director, Diploma Program in American Studies*

Helen E. Searing, Professor of Art

Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature

Richard Fantasia, Associate Professor of Sociology

Richard Millington, Associate Professor of English Language and Literature, *Associate Director*

Louis Wilson, Associate Professor of Afro-American Studies

Susan Clark, Assistant Professor of Theatre

†John Davis, Assistant Professor of Art

Alice Hearst, J.D., Assistant Professor of Government

Ben Singer, Instructor in Film Studies

Marjorie Richardson, Lecturer in American Studies

Sherrill Redmon, Director of the Sophia Smith Collection

100a Ideas in American Studies

A mosaic of American Studies ideas presented by members of the Smith College faculty and, on occasion, selected outside speakers. Can be taken more than once when topics vary. Topic for 1996–97: 1865–1875, the Emergence of America. (E) {H/S} 1 credit

Susan Clark (Director) and staff

Th 7:30–8:45 p.m., first six weeks of the semester

201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, archi-

tecture, landscape design, social and cultural criticism and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class and urban experience. Normally taken in the sophomore year. Not limited to American studies majors. {L/H} 4 credits
Richard Millington, Ayesha Shariff
T Th 1–2:30 p.m.

202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Prerequisites: AMS 201 or permission of

the instructor. Enrollment limited to American studies majors. **(H/S)** 4 credits

Ayesha Shariff

T Th 1–2:30 p.m.

220a Colloquium

Topic for 1996–97: Modes of Documentary in the 1930s. This course will examine a variety of approaches to documenting people's experiences during a troubled decade. It will investigate verbal as well as visual modes of documentary, from fictional and nonfictional accounts to photography and documentary film. Special attention will be paid to the emergence of special documentary aesthetics. Not limited to American studies majors. Enrollment limited to 20. **{L/H}** 4 credits

Bettina Friedl

T Th 9–10:30 a.m.

221b Colloquium: New Age America: The Role of Mysticism in Secular Culture

Discover the philosophical, literary, artistic, economic-physical-medical, psychological and religious antecedents of New Age spirituality. How did the cultural assimilation of Eastern philosophers occur in American culture? What were the intellectual gateways through which mysticism passed? Who are the intellectual predecessors of mysticism in American letters in the 19th century? Study the sources in Emerson's transcendental doctrines of romance. Read the subversive lines in Whitman's *Leaves of Grass*. What does this New Age version of ancient doctrines tell us about the role of women, ethnicity, consciousness expansion? Students will explore such topics as androgyny-bisexuality (anima-animus), drug use and the formation of new age tastes (crystals, meditation, Zen-Buddhism, Akido and Tao of publishing). Enrollment limited to 20. 4 credits

Brett Averitt

M W 1:10–2:30 p.m.

[230b Colloquium: The Asian American Experience]

This course will explore the experiences of Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socioeconomic effects of racism; the

different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are Asian Americans considered the "model minority"? Are they imbued with a strong cultural work ethic? What does it mean to be "American" and yet be considered a stranger from a different shore? Readings for the course will include historical and anthropological studies as well as fictional material. Admission by permission of the instructor. Enrollment limited to 25. **{H/S}** 4 credits

302b Seminar: The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, Massachusetts. Enrollment limited. **{H/A}** 4 credits

Kenneth Hafertepe

M 2–4 p.m.

340a Symposium in American Studies

Limited to senior majors. Contact American studies office for details.

A. Topic in Cultural Studies

Topic for 1996–97: Fashion Attitudes. This course will explore attitudes toward fashions in women's dress from the early 19th to the mid-20th century. The goal of the course is to investigate details of changes in dress, various dress reform movements and the significance of women's dress that will be studied in literature, fabric, painting, magazine illustrations and fashion plates, fashion photography and film. 4 credits

Bettina Friedl

Th 3–5 p.m.

340b Symposium in American Studies

Limited to senior majors. Contact American studies office for details.

A. Topic in Political Economy

Topic for 1996–97: Leadership in the White House. Traditional rankings put presidents in cat-

egories from great (Lincoln, FDR) to mediocre (Madison, Coolidge) and failures (Grant, Nixon). After exploring the reasons for these rankings and what they reveal about American values and mythologies, students will produce their own evaluations of particular White House figures. Some may wish to focus on people other than presidents as exemplars of leadership: Dolley Madison, Edith Wilson, Eleanor Roosevelt, Hillary Rodham Clinton. **{S}** 4 credits
Donald Robinson
 W 7:30–9:30 p.m.

B. Topic in Cultural Studies

Topic for 1996–97: Gender, Race and Sport in American Culture and Society. Working from the premise that sport serves as a microcosm of American culture and society, in this course we will look at the role of sport during different time periods, examining how various sports operate as social institutions as well as sites for social conflict. We will explore how notions and practices of sport intersect with constructions of gender, race, class and sexuality. Focusing on images of sport in our language, fiction, film and media, we will analyze the function of sport in American writing. **{H/S}** 4 credits

Ayesha Shariff
 M 7:30–9:30 p.m.

350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the instructor. **{L/S}** 4 credits

Sherry Marker
 T 3–4:50 p.m.

351b Seminar: Writing About American Society

A repetition of 350a. **{L/S}** 4 credits
Richard Todd
 Th 3–4:50 p.m.

400a Special Studies

Admission by permission of the instructor and the director.
 1 to 4 credits

400b Special Studies

Admission by permission of the instructor and the director.
 1 to 4 credits

400d Special Studies

Admission by permission of the instructor and the director.
 8 credits

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410a Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only. **{H/S}** 4 credits

Donald Robinson, Director

411a Seminar: Telling Lives: 20th-Century American Biography

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. **{H}** 4 credits

Marc Pachter

412a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. **{H/S}** 8 credits

Donald Robinson, Director

Requirements for the American Studies Major

Advisers: Robert Averitt, Susan Clark, Richard Fantasia, Alice Hearst, Richard Millington, Donald Robinson, Peter Rose, Helen Searing, Susan Van Dyne, Louis Wilson.

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the

major will explore issues outside the theme.

Because American Studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each.

Requirements: 12 semester courses, as follows:

1. 201 and 202;
2. Eight courses in the American field, at the intermediate level or above. At least four must be related in a coherent manner. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected;
3. One course that will enable explicit comparisons between the United States and another society, culture or region;
4. 340.

Honors

Director: To be announced.

430d Thesis 8 credits

431a Thesis 8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the eight courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

Diploma in American Studies

Director: Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related

disciplines, and American Studies 570b, Diploma Thesis (see note below).

555a Seminar: American Society and Culture

Topic for 1996–97: Social, Political and Cultural Issues to 1880. For Diploma students only. 4 credits

Donald Weber

M 7–9 p.m.

556b Seminar: American Society and Culture

Topic for 1996–97: Social and Political Issues since 1880. For Diploma students only. 4 credits

Peter I. Rose

M 7:30–9:30 p.m.

570b Diploma Thesis

4 credits

Peter Rose and others

Ancient Studies

Advisers

Patrick Coby, Associate Professor of Government
 **Karl Donfried, Professor of Religion and Biblical
 Literature

Barbara Kellum, Associate Professor of Art
 Richard Lim, Assistant Professor of History,
Director

The interdepartmental major in Ancient Studies provides students with an opportunity to study the civilizations of the ancient Mediterranean world from a variety of disciplinary perspectives. Students are encouraged to create for themselves, through related courses in history, language and literature, art, government, philosophy and archaeology, a comprehensive understanding of the dynamic cultures bordering on the Mediterranean Sea (including the Near East) up to the time of the Muslim conquests in the seventh century C.E.

The basis of the major is grounded in the knowledge of one or more of the classical languages and in history. Aside from the basis, a prospective student is encouraged to take courses in specific areas such as ancient Greece, the Hellenistic world, Roman civilization, early Christianity and Late Antiquity; otherwise, she may choose to shape a program of study according to her own interests and in consultation with her adviser. She also has an opportunity to write an honors thesis in her senior year to synthesize her accumulated knowledge and/or to explore a particular topic in greater depth.

Qualified students in this major have the opportunity to study for one semester at the Intercollegiate Center for Classical Studies in Rome (see p. 15). The ancient studies major is designed so that it can serve as a valuable complement to a major or minor in a related department.

The Major

Basis: GRK 100d or LAT 100d or 111b (or the equivalent); either HST 202a or [203b] or [204a]

or 205b. Students are urged to become proficient in the languages of their concentration, particularly if they plan to pursue graduate studies.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level and above) or LAT (200-level and above); two from ancient history (200-level and above); and three from related courses in archaeology, art, classics, education, government, history, philosophy and religion (see list below).

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Related Courses

ARC 211a	Introduction to Archaeology
[ARH 209b]	Etruscan Art]
[ARH 210b]	The Art of Ancient Egypt and the Aegean Bronze Age]
ARH 211a	The Art of Greece
[ARH 212a]	The Art of Rome]
[ARH 214a]	Greek Sculpture]
[ARH 215b]	Ancient Cities and Sanctuaries]
[ARH 310b]	Studies in Greek Art]
CLS 227a	Classical Mythology
CLS 230b	The Historical Imagination
CLS 232b	Paganism in the Greco-Roman World
[CLS 233b]	Constructions of Gender and Sexuality in Greco-Roman Culture]
[EDC 221a]	Classical Education]

GOV 261a	Ancient and Medieval Political Theory
[HST 202a	Archaic and Classical Greece]
[HST 203b	Alexander the Great and the Hellenistic World]
HST 204a	The Roman Republic
HST 205b	The Roman Empire
HST 206a	Aspects of Ancient History
HST 207a	Islamic Civilization to the 15th Century
[HST 302b	Topics in Ancient History]
PHI 124a	History of Ancient and Medieval Philosophy
[PHI 324b	Seminar in Ancient Philosophy]
REL 210a	Introduction to the Bible I
REL 212b	Archaeology in Religion Studies
REL 220b	Introduction to the Bible II
[REL 225b	Christian Origins: Archaeological and Socio-Historical Perspectives]
[REL 285a	Hebrew Religious Texts]
[REL 287b	Greek Religious Texts]
[REL 333a	Seminar: The Social World of Early Christianity]
[REL 382a	Directed Readings in Religious Texts: Hebrew, Greek or Latin]

Honors

Director: Richard Lim.

431a Thesis

8 credits

This is a two-semester program undertaken during the senior year. Students who plan to enter honors should contact their adviser(s) by the second semester of their junior year and submit an application.

The thesis is due on the first day of the spring semester of the senior year. The preparation for the thesis will count eight credits during the fall semester of the senior year. The candidate will be given an oral examination of the thesis during the spring semester.

Requirements: the same as those for the major, but counting the thesis in lieu of two four-credit courses.

Anthropology

Professors

Elizabeth Erickson Hopkins, Ph.D.
Frédérique Apffel-Marglin, Ph.D.

Associate Professor

**Donald Joralemon, Ph.D., *Chair*

Assistant Professors

†Ravina Aggarwal, Ph.D.
Elliot Mayer Fratkin, Ph.D.
Betsy Shally-Jensen, Ph.D.

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. **{S}** 4 credits
Donald Joralemon, T Th 1–2:50 p.m.

Betsy Shally-Jensen, Lec. M W 11 a.m.–12:10 p.m.; dis. F 10–10:50 a.m.; F 11–11:50 a.m.

130b Introduction to Cultural Anthropology

A repetition of 130a. **{S}** 4 credits
Elliot Fratkin, Lec. M W 11 a.m.–12:10 p.m.; dis. F 10–10:50 a.m. or F 11–11:50 a.m.
Frédérique Apffel-Marglin, T Th 10:30–11:50 a.m.

131b Perspectives on Human Behavior and Evolution

The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political

implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? **{S/N}** 4 credits

Elizabeth Hopkins

Lec. M W 2:40–4 p.m.; dis. W 7:30–8:20 p.m.; Th 3–3:50 p.m.

[231a Africa: A Continent in Crisis]

Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the social, political and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period and in the intensifying global pressures of the postwar world and Cold War politics. To be offered in 1997–98.

{H/S} 4 credits

Elizabeth Hopkins

232a Politics in Non-Western Societies

The nature of political behavior and the political process. The biology of domination. Survey of traditional political systems from the hunting band to the African state and the Inca Empire. The continuing vitality of traditional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects and Muslim fundamentalism as instruments of political action. Forging a national identity: ideology and reality. Special emphasis will

be placed on sub-Saharan Africa and on the native Americas. **{H/S}** 4 credits

Elizabeth Hopkins

M W 2:40–4 p.m.

[233b The Anthropology of Religion]

A survey of the main fields of “religion” from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their gods, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon. To be offered in 1997–98. (E) **{S}** 4 credits

Ravina Aggarwal

236a Economic Anthropology

This course examines economic processes of production, exchange and consumption from cross-cultural and historical perspectives. This course deals primarily with qualitative analysis rather than quantitative. In particular we compare the economics of kinship, tributary and capitalist systems using ethnographic examples to discuss incorporation and resistance to the global economy by non-western societies. **{S}** 4 credits

Elliot Fratkin

M W F 11 a.m.–12:10 p.m.

237a Native South Americans: Conquest and Resistance

The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. **{H/S}** 4 credits

Donald Joralemon

T Th 10:30–11:50 a.m.

239a Women and Resistance in Latin America

A reinterpretation of conceptions of gender relations, capitalism and class, repression, resistance and social change through an examination of Latin American women’s personal narratives and ethnographies. Topics include mothers defying state terror and censorship; housewives participating in mining strikes and rituals to the devil; shantytown dwellers surviving everyday acts of violence. Re-

curring themes include censorship of memory and remembering, silence and voicing, and the subversive use of punitive devices. Comparisons with the Latina experience in the United States. (E) **{S}** 4 credits

Betsy Shally-Jensen

M W 1:10–2:30 p.m.

241b Anthropology of Development

The anthropology of development and social change is examined by comparing the approaches of three distinct explanatory models: modernization theory, political economy, and alternative and participatory organization. Who sponsors development programs and why? How are power, ethnicity and gender differences affected? The course will discuss issues of gender, health care, population growth and economic dependency with readings from Africa, Asia and Latin America. **{S}** 4 credits

Elliot Fratkin

T Th 10:30–11:50 a.m.

[242b Psychological Anthropology]

The anthropological study of problems in psychological and psychiatric theory, including the nature of “primitive” thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease and the cultural determination of modes of thought. To be offered in 1997–98 **{S/N}** 4 credits

Donald Joralemon

243b Colloquium in Political Ecology

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will integrate community-based learning into its requirements. Students will be encouraged to volunteer in local environmental organizations or movements and test there the theoretical learning done in the course. Limited enrollment. Prerequisite: 130 or

WST 250 or permission of the instructor. **{S}**

4 credits

Frédérique Appfel-Marglin

T Th 1–2:30 p.m.

[244b Woman/Body/Self Cross-Culturally]

The course will examine critically the categories “woman,” “body,” “self.” It will make use of extensive material from other cultures as well as subcultures in the U.S. and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works. Prerequisite: 130 or WST 250 or permission of the instructor. To be offered in 1997–98. **{S}** 4 credits

Frédérique Appfel-Marglin

[245a Anthropology and Tourism]

This course explores travel as a way of knowing the world. Through a survey of ethnographies, films, tourist brochures and travel guides, we examine the transforming role that tourism plays on the environment, art, religion, music, family and gender statuses of both hosts and guests. We will also consider some consequences of global and economic pressures and indigenous counter-developmental measures. Prerequisite: ANT 130 or permission of the instructor. **{S}** 4 credits

Ravina Aggarwal

247b Anthropology of Art

The nature and meanings of aesthetic expressions in non-Western cultures, probing the dynamics and significance of particular artistic systems within their own imaginative and cultural contexts. The focus is on those idioms by which artistic experience and expression are especially realized, namely, oral poetry, song and music, theatrical or dramatic performance, pictographic representation and storytelling. Ethnographic material comes from Indonesia, Egypt, Papua New Guinea, South America and Australia. (E) **{S/A}** 4 credits

Betsy Shally-Jensen

T Th 10:30–11:50 a.m.

[248a Medical Anthropology]

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to

international health care and to the training of physicians in the United States. Enrollment limited to 30. To be offered in 1997–98. **{S/N}** 4 credits

Donald Joralemon

249b Anthropology and International Health

Anthropology is now increasingly used in international health to elicit disease taxonomies, describe help-seeking strategies and design behavioral interventions. At the same time, a growing anthropological literature about international health has criticized the models of community, of research and of knowledge employed by the major donors (USAID, the World Bank and the World Health Organization). This class will critically examine the growing role of medical anthropology in international health, and its collaboration and competition with relevant disciplines such as epidemiology, health communication, clinical medicine and parasitology. A series of case studies including cholera, malaria, so-called “new diseases” and pharmaceutical usage will highlight current issues in research and policymaking. (E) **{S}** 4 credits

James Trostle

M W 1:10–2:30 p.m.

[330a History of Anthropological Theory]

A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and experimental ethnography (feminist, indigenous and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. To be offered in 1997–98. **{S}** 4 credits

Ravina Aggarwal

[DAN 375b The Anthropology of Dance]

4 credits

Yvonne Daniel

Seminars

340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World

The dynamics of contemporary Third World politics. What factors define the transformation or continuing vitality of traditional institutions and values under pressures of modernization, urbanization and late 20th century global technology and communications? Topics will include gender politics and gender options; Christianity, sectarian protest and Muslim fundamentalism as strategies of secular resistance and identity; ethnicity and privilege in the national arena. Permission of the instructor is required. **{H/S}** 4 credits

Elizabeth Hopkins

T 3–4:50 p.m.

341a Seminar: Ritual, Ideology and Power

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity, radical Islam and American fundamentalism as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will include sub-Saharan Africa, Latin America, Native North America, the Middle East and modern American society. Permission of the instructor is required.

{H/S} 4 credits

Elizabeth Hopkins

T 3–4:50 p.m.

342a Seminar: Topics in Anthropology

Topic for 1996–97: Population, Environment and Development. Is the planet becoming too crowded? Are humans using up all the planet's nonrenewable resources? This seminar examines population and environment issues from political-economic, ecological and cultural perspectives to understand contemporary social change. Topics include population growth, migration, urbanization, epidemic diseases and the environmental consequences of human economic activity, with examples from Africa, Asia, Latin America, Europe and North America. Prerequisite: ANT 236, 241 or permission of the instructor. **{S}** 4 credits

Elliot Fratkin

Th 1–2:50 p.m.

[344b Seminar: Topics in Medical Anthropology]

Topic: Healers in Cultural Perspective. The seminar will focus on healing roles, from shamans to surgeons, and on the cultural underpinnings of their practices. Student projects will seek to extend traditional ethnomedical analyses to incorporate a political/economic perspective. Prerequisite: 248 or permission of the instructor. To be offered in 1997–98. **{S/N}** 4 credits

Donald Joralemon

345b Cultures of Terror: Anthropological Perspectives on Political Violence

The investigation of the cultural suppositions and acts that engender and perpetuate political violence in areas ranging from Latin America to South Asia, Europe, Africa. Interdisciplinary texts including prison writings, ethnographic accounts and cultural critiques will be used to examine torture, disappearance, forced labor, colonial processes, sexual/political forms of domination, ethnic chauvinism and fratricide, and sacred violence. We will also debate how best to write and act against terror. Permission of the instructor is required. (E) **{S}** 4 credits

Betsy Shally-Jensen

Th 3–4:50 p.m.

General Courses

404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Adviser for Study Abroad: Elliot Fratkin.

Requirements: 130 or 131 (basis), 330, one seminar in the department and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors concentrating in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year. The concentration may be undertaken either within the anthropology major or as a minor in anthropological archaeology (see below).

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar in the department.

Honors

Director: Elizabeth Hopkins.

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements:

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

Concentration in Anthropological Archaeology

Students wishing to concentrate in anthropological archaeology within the Archaeology Minor (see pp. 87–88) should take ARC 211 and ANT 131 at Smith. A number of courses in archaeology are available at the University of Massachusetts. Among those which will be offered in 1996–97 are:

ANTH 325	The Analysis of Material Culture
ANTH 375	South American Archaeology
ANTH 369	North American Archaeology
ANTH 397g	The Material Culture of Amherst
ANTH 578	Theory and Method in Archaeology

Concentration in Biological Anthropology

The following courses, which will be offered at the University of Massachusetts in 1996–97, may be used to fulfill a concentration in biological anthropology:

ANTH 271b	Human Evolution
ANTH 317a	Primate Behavior
ANTH 397C	Medical Anthropology
ANTH 397E	Social Biology
ANTH 515	Primate Anatomy
ANTH 597C	Advanced Human Paleontology

Archaeology

Advisory Committee

H. Allen Curran, Professor of Geology

Bruce Dahlberg, Professor of Religion and Biblical Literature

****Karl Donfried**, Professor of Religion and Biblical Literature

Justina W. Gregory, Professor of Classical Languages and Literatures

Elizabeth Hopkins, Professor of Anthropology

Caroline Houser, Associate Professor of Art,
Director

Barbara Kellum, Associate Professor of Art

Dana Leibsohn, Assistant Professor of Art

Richard Lim, Assistant Professor of History

Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

Neal Salisbury, Professor of History

Lecturer

¹Jane A. Barlow, Ph.D.

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of ancient Cyprus. Enrollment limited to 30. **{H/S}** 4 credits

Jane A. Barlow

T Th 10:30–11:50 a.m.

REL 212b Archaeology in Religion Studies

Archaeology as a way of research into the nature and origin of historical and prehistorical religion. Methods of recovery and evaluation of material-culture remains for their evidential value concerning religious communities, rituals, burial customs, places and objects of worship, critical interpreta-

tion of religious texts, and related matters. Illustrative case studies from the Near East and selected other regions. **{H}** 4 credits

Bruce Dahlberg

T Th 10:30–11:50 a.m.

404a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. 4 credits

404b Special Studies

4 credits

424c Archaeological Fieldwork

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs. **{H}** 2 or 4 credits

The Minor

Requirements:

1. ARC 211.
2. Fieldwork is normally required, whether for academic credit or without academic credit, and it can be done in a variety of ways and places

(e.g., excavation, museum work, etc.). Credit for academically approved fieldwork may count as one of the six courses required for the minor. Consult the director and members of the Advisory Committee about approved field programs.

3. Four additional courses (if the fieldwork carries academic credit) or five (if the fieldwork does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from among suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers. See also 404a, b (above).

No more than two courses counting toward the student's major program may be counted toward the archaeology minor.

Advisers: Any member of the Archaeology Advisory Committee (above).

Art

Professors

Elliot Offner, M.F.A.
 Helen Searing, Ph.D.
 Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)
 *Chester J. Michalik, M.F.A.
 Jaroslaw Volodymyr Leshko, Ph.D.
 *Dwight Pogue, M.F.A., *Chair*
 Gary L. Niswonger, M.F.A.
 Craig Felton, Ph.D., *Associate Chair*
 Caroline Houser, Ph.D.

Associate Professors

Susan Heideman, M.F.A.
 A. Lee Burns, M.F.A.
 Barbara A. Kellum, Ph.D.
 †John Davis, Ph.D.

Harnish Visiting Artist

Jane Tuckerman, M.F.A.

Assistant Professors

Brigitte Buettner, Ph.D.
 Martha Armstrong, M.A.
 John Moore, Ph.D.
 Dana Leibsohn, Ph.D.

Lecturers

Richard S. Joslin, M.Arch.
 Carl Caivano, M.F.A.
 Katherine Schneider, M.F.A.
 Suzannah Fabing, A.M.
 Michèle V. Cloonan, Ph.D.
 Carol Solomon Kiefer, Ph.D.
¹David Gloman, M.F.A.
¹Connie Pogue, M.A.
²John Gibson, M.F.A.

Many courses are offered in alternate years; students should plan their schedules accordingly.

Some art history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites will place their names on the appropriate sign-up sheets available with individual faculty members. Final selection will be made by the instructor, based on these lists.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages, especially German, Italian and French, is recommended for historical courses. BIO 200d is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Prospective majors who have received Advanced Placement credit but do not pass the ARH 100d exemption exam need to take ARH 100d.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. THE HISTORY OF ART

Introductory Course

There are no prerequisites for ARH 100d; it is open to everyone.

Survey

ARH 100d Introduction to the History of Art (L)

Historical and analytical study of representative major works of art from antiquity to the present. Credit is given only upon completion of both semesters. Art majors must take this course for a

letter grade. **{H/A}** 8 credits

Directors: *Jaroslav Lesbko (first semester);*

Helen Searing (second semester)

M W F 11 a.m.–12:10 p.m. and one 50-minute discussion section.

Lectures and Colloquia

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.

Asian, African, Pre-Columbian and Native American

[ARH 201a American Indian Art and Architecture]

An introduction to American Indian art and architecture from the United States and Canada. Concentrating on the modern and contemporary periods, this course focuses on two themes: how specific works of art and architecture operate in indigenous contexts, and current debates over the production, collection and exhibition of American Indian arts. Recommended background: 100d. **{H/A}** 4 credits

ARH 204a Arts of the Pre-Columbian Andes (L)

An introduction to the art history of prehispanic Andean cultures emphasizing the historical and political contexts of art and architecture produced before A.D. 1550. This class focuses on recent issues in prehispanic art history and archaeology, as well as city planning, ceremonial architecture, textiles and metalwork. **{H/A}** 4 credits

Dana Leibsobn

M W F 1:10–2:30 p.m. (F class at option of instructor)

[ARH 205b Arts of Pre-Columbian Mesoamerica (L)]

An introduction to the art history of prehispanic Mesoamerica emphasizing the historical, political and socio-economic contexts of art and architecture produced between 1500 B.C. and A.D. 1500. With a focus on Aztec, Teotihuacano, Maya, Mixtec and Olmec works, this class examines how city planning and ceremonial architecture have been invested with significance, the political meanings of pre-Columbian sculpture and the current debates in prehispanic art history. To be offered in 1997–98. **{H/A}** 4 credits

Dana Leibsobn

[ARH 207b The Art of China (L)]

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208. To be offered in 1997–98. **{H/A}** 4 credits

[ARH 208b The Art of Japan (L)]

The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207. **{H/A}** 4 credits

ARH 213b The Art of India (L)

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions. **{H/A}** 4 credits

Marilyn Rbie

M W 1:10–2:30 p.m.

Ancient

[ARH 209b Etruscan Art (L)]

An examination of the forms of painting, sculpture and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The "irregularities" of

Etruscan art, its relation to Greek art and the questions it poses to our conception of the canon of Western art are explored. To be offered in 1997–98. **{H/A}** 4 credits

[ARH 210b The Art of Ancient Egypt and the Aegean Bronze Age (L)]

The architecture, sculpture, painting and minor arts of Egypt and of Cyclades, Crete and the Greek mainland between 3000 and 1000 B.C. The course will consider the rediscovery of the art of these civilizations on modern times and the modern interpretations of the art. The course will include museum trips. **{H/A}** 4 credits

ARH 211a The Art of Greece (L)

Architecture, sculpture, painting and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. **{H/A}** 4 credits

Caroline Houser

T Th 9–10:20 a.m.

[ARH 212a The Art of Rome (L)]

A consideration of the art of the Roman world as the first “modern art” in terms of the richness of its stylistic diversity. Roman architecture, sculpture and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political and religious environment that produced them. To be offered in 1997–98. **{H/A}** 4 credits

[ARH 214a Greek Sculpture (C)]

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. The course will include class in museums. **{H/A}** 4 credits

[ARH 215b Ancient Cities and Sanctuaries (L)]

A study of selected Egyptian, Greek and Roman sites as revealed by archaeological, literary and historical evidence. Planning, architecture and artistic forms as shaped by social, political and religious factors. **{H/A}** 4 credits

Medieval

ARH 221a Early Medieval Art (L)

Architectural, sculpted and pictorial arts from the Migration, Hiberno-Saxon, Carolingian and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; “paganism” and Christianity; royal, monastic and female patronage. **{H/A}** 4 credits

Brigitte Buettner

T Th 1–2:50 p.m.

ARH 222b Romanesque Art (L)

Architectural, sculpted and pictorial arts from the 11th–12th centuries in France, Spain, Germany, Italy and England. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social and gender identities. **{H/A}** 4 credits

Brigitte Buettner

M W F 10–10:50 a.m.

[ARH 224b Gothic Art (L)]

Religious and secular architectural, sculpted and pictorial arts from the 12th through the early 15th century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy and changes in devotional attitudes. Offered in alternate years. **{H/A}** 4 credits

Renaissance, Baroque and Rococo

ARH 232a Italian Renaissance Art (L)

A survey of painting and sculpture in Italy from about 1225 to 1575. (E) **{H/A}** 4 credits

Craig Felton

M W F 9–9:50 a.m.

[ARH 233a Early Italian Renaissance Art (L)]

Painting, sculpture and architecture from 1225 to 1475. Recommended background: 100d. **{H/A}** 4 credits

[ARH 234a Renaissance Architecture (L)]

Fifteenth- and 16th-century architecture in Italy, with some attention to medieval precedents and

concurrent development elsewhere in Europe. Emphasis on the revival of antiquity, the changing role of the architect, architectural theory, and the programmatic and symbolic function of building types. Recommended background: 100d. Offered in alternate years. **{H/A}** 4 credits

[ARH 235b Italian 16th-Century Art (L)]

Painting, sculpture and architecture of the High Renaissance to the last years of the Counter-Reformation. Recommended background: 100d. **{H/A}** 4 credits

[ARH 241a Baroque Art (L)]

Major works of painting and sculpture of the 17th century, especially in Italy, France and Spain, will be emphasized. Recommended background: 100d. Offered in alternate years. **{H/A}** 4 credits

[ARH 242b Dutch and Flemish Art of the 16th and 17th Centuries (L)]

Special consideration given to the work of Bruegel, Rubens and Rembrandt and to the development of landscape, portraiture and genre painting. **{H/A}** 4 credits

[ARH 243b Art of the Spanish Habsburgs (L)]

From Charles V, Holy Roman Emperor (Charles I of Spain) in the mid-16th century, to Charles II, the last of the line at the end of the 17th century; a survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100d. Offered in alternate years. **{H/A}** 4 credits

ARH 244a Baroque Architecture (L)

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, from the Florence of Cosimo I to the ephemeral structures of revolutionary France. Developments in landscape and urban design an integral part of the course. Focus throughout on the fundamental interdependence of architecture and society. Recommended background: 100d. Offered in alternate years. **{H/A}** 4 credits

John Moore

M W F 2:40–4 p.m.

[ARH 246a Art of the 18th Century in Europe (L)]

Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100d. **{H/A}** 4 credits

Modern

ARH 251a 19th-Century Art (L)

From Goya and Jacques Louis David through the impressionist and post-impressionist painters. Recommended background: 100d. **{H/A}** 4 credits

Jaroslav Leshko

T Th 10:30–11:50 a.m.

[ARH 252b History of Photography (L)]

A survey of photography, photographers and the literature of photography. Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Recommended background: 100d. **{H/A}** 4 credits

[ARH 253b Arts in North America: Colonial Period to Civil War (L)]

Art and architecture of the English colonies, the early U.S. republic and the antebellum period. Emphasis on the function and production of portraits, the development of genre and landscape painting, and the ties to European modes in all media. Recommended background: 100d. **{H/A}** 4 credits

[ARH 254a Arts in the United States Since the Civil War (L)]

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism and the expansive years during and after World War II. Recommended background: 100d. **{H/A}** 4 credits

ARH 255a 19th-Century European Capitals (L)

"Reading" the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin and Vienna. Sub-

ject matter will include the ideological, cultural and technological components of urban development, the role of public and private institutions and diverse socio-economic and ethnic groups, and the contributions of artists and authors to the image and fabric of selected cities. Offered in alternate years. **{H/A}** 4 credits

Helen Searing

M W F 11 a.m.–12:10 p.m.

ARH 256b 20th-Century Art (L)

Twentieth-century movements in Europe and America. Recommended background: 100d or 251a. **{H/A}** 4 credits

Jaroslav Leshko

T Th 10:30–11:50 a.m.

[ARH 257b American Architecture and Urbanism (L)]

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100d. **{H/A}** 4 credits

ARH 258b Architecture of the 20th Century (L)

Modern architecture and urbanism from 1890 to the present. Recommended background: 100d.

{H/A} 4 credits

Helen Searing

M W F 9–9:50 a.m.

Courses with Topics That Change Annually and Methodological and Comparative Courses

[ARH 202b The History of City Planning and Landscape Design (L)]

Recommended background: 100d. **{H/A}** 4 credits

ARH 206b Great Cities (L)

Topic for 1996–97: London. Urban and architectural history of the city, from its founding in Roman antiquity to its controversial present. The image of London in literature and works of art of

all types will be invoked and analyzed throughout. Recommended background: 100d, and/or a course in British literature or history. **{H/A}** 4 credits

John Moore

T Th 9–10:20 a.m.

[ARH 260b The History of Graphic Arts (C)]

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100d. **{H/A}** 4 credits

ARH 261b The Composition of Books (C)

A survey of the printed book as an art form from the 15th to the 20th century. Admission by permission of the instructor. **{H/A}** 4 credits

Michèle Cloonan

T 2–4:50 p.m.

[ARH 280j Museum Studies]

Prerequisites: ARH 100 and one ARH course at the 200 level. Enrollment limited to 10. (E). **{H/A}** 3 credits

[ARH 290a Architectural Studies (C)]

Admission by permission of the instructor. **{H/A}** 4 credits

ARH 290b Architectural Studies (C)

Topic for 1996–97: Gardens and Utopias in the Early Modern World. History of European urban and landscape design from the mid-15th through the late-18th century, with careful consideration of related colonial developments. Assigned group readings, short papers, student presentations. Admission by permission of the instructor. **{H/A}** 4 credits

John Moore

M 1:10–4 p.m.

ARH 291b Art Historical Methods (C)

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d and one 200-level art history course, or permission of the instructor. **{H/A}** 4 credits

Barbara Kellum

Th 3–4:50 p.m.

[ARH 292b Film and Art History (C)]

Prerequisites: 100d and a 200-level course in 20th-century art or permission of the instructor.
Screening fee. {H/A} 4 credits

ARH 293a Art Historical Studies (C)

Topic for 1996–97: Self and Society in the Ancient Roman World. This course provides students the unique opportunity of working directly with the images of mortals, immortals and mythical creatures in the Miller collection of Roman sculpture, which will have its premiere exhibition at the Smith College Museum of Art during fall 1996. Student research on these extraordinary objects will contribute to a future catalogue of the collection. No prior knowledge of the ancient Roman world is necessary, although understanding these pieces in ancient context will allow us to delve into everything from workshop methods to the self-fashioning of elite individuals through visual display. Some Saturday museum trips required. {H/A} 4 credits

Barbara Kellum

Th 3–4:50 p.m. plus one additional hour to be arranged

ARH 293b Art Historical Studies (C)

Topic for 1996–97: The Print, the Pear and the Prostitute: Graphic Art, Politics and Society in 19th-Century Europe. In this course we will study prints and printmaking with emphasis on France and the use of the print as a vehicle for political and social commentary. Selected topics and student assignments will focus on prints from the collection of the Smith College Museum of Art. Artists to be discussed include: Gillray and the British caricaturists, Goya, Daumier, Degas, Cassatt and Toulouse-Lautrec. {H/A} 4 credits

Carol Solomon Kiefer

M W 11 a.m.–12:10 p.m. plus some museum visits

AMS 302b The Material Culture of New England 1630–1860

Not for seminar credit in art history.

[EAS 270b Colloquium in East Asian Studies: The Art of Korea (C)]**[EAS 279b The Art and Culture of Tibet (C)]****EAS 380b Seminar in East Asian Studies****HST 218a Thought and Art in China (C)**

Seminars and Special Studies

Seminars require both an oral presentation and a substantive research paper.

The prerequisites for enrolling in a seminar normally are: (1) a course in the same area at the 200 level; (2) the permission of the instructor; (3) junior or senior standing. Seminars are limited to enrollments of 12.

ARH 304a Arts of Africa, Oceania and the Americas

Topic for 1996–97: Current Criticism and Methodologies. This seminar examines current debates and critical writings in the visual arts of Africa, Oceania and the Americas. Study will focus on: works of art from ancient as well as contemporary contexts, theoretical and methodological issues, criticism and recent shifts in artistic practice. Prerequisite: permission of the instructor (preferred background: non-Western or modern art history, studio art, anthropology, film studies, theory). {H/A} 4 credits

Dana Leibsobn

T 3–4:50 p.m.

[ARH 310b Studies in Greek Art]

{H/A} 4 credits

[ARH 315b Studies in Roman Art]

To be offered in 1997–98. {H/A} 4 credits

ARH 321b Studies in Medieval Art

Topic for 1996–97: The Arts in Late Medieval Courts. An investigation of the artistic and cultural

Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, students may receive credit for them toward the Art History major and minor.

landscape of 14th- and 15th-century courts (Paris, Burgundy, London, Prague, Milan, etc.), with special emphasis on the creation and definition of a course identity. **{H/A}** 4 credits

Brigitte Buettner

T 3–4:50 p.m.

[ARH 331b Studies in Northern European Art]

{H/A} 4 credits

[ARH 333a Studies in Italian Renaissance Art]

{H/A} 4 credits

ARH 342b Studies in 17th-Century Art

Topic for 1996–97: Mythological Women. Women as both the aggressors and victims of love in Classical mythology and Ancient history, especially in narrative subjects derived from Ovid's *Metamorphoses* and Virgil's *Aeneid*, will be studied through the works of major 17th-century artists, primarily by comparing the interpretations in the paintings of Nicolas Poussin and Peter Paul Rubens as well as in works by their contemporaries, including the sculpture of Gianlorenzo Bernini. **{H/A}** 4 credits

Craig Felton

T 1–2:50 p.m.

[ARH 348b Studies in British Art, Architecture and Design in the 19th Century]

Emphasis on the relationships among literature, social theory and the arts. **{H/A}** 4 credits

ARH 351b Studies in 19th-Century European Art

Topic for 1996–97: Symbolism. **{H/A}** 4 credits

Jaroslav Leshko

W 1:10–3 p.m.

ARH 352b Studies in Art History

Topic for 1996–97: The Human Figure in the Classical Tradition. Greeks and Romans expressed cultural, religious and political ideas in monuments sculpted in human form, a tradition that lives on in later times, as we can see in such diverse creations as Donatello's *Mary Magdalene*, Bartholdi's *Statue of Liberty* and Henry Moore's *Reclining Figures*. We will examine a selected group of Greek and Roman statues and sculptures

in the classical tradition, considering the meanings that the human form expresses in various contexts. **{H/A}** 4 credits

Caroline Houser

W 1:10–3 p.m.

[ARH 354b Studies in American Art]

{H/A} 4 credits

[ARH 356b Studies in 20th-Century Art]

{H/A} 4 credits

ARH 359a Studies in Modern Architecture

Topic for 1996–97: Equal Partners: Men and Women Principals in Contemporary Architecture Practice. **{H/A}** 4 credits

Helen Searing

M 7:30–9:30 p.m.

[ARH 375b Studies in Asian Art]

{H/A} 4 credits

ARH 400a Special Studies

1 to 4 credits

ARH 400b Special Studies

1 to 4 credits

ARH 408d Special Studies

8 credits

Graduate Courses

ARH 580a Advanced Studies

4 or 8 credits

ARH 580b Advanced Studies

4 or 8 credits

ARH 580d Advanced Studies

8 credits

ARH 590d Research and Thesis

8 credits

B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

ARS 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design. **{A}** 4 credits

A. Lee Burns, Director

M W 1:10–4 p.m., *A. Lee Burns*; T Th 9–11:50 a.m., *Carl Caivano*

ARS 161b Design Workshop I

A repetition of 161a. **{A}** 4 credits

A. Lee Burns, Director

Chester Michalik

W F 8–10:50 a.m.

ARS 162a Design with Computers

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 8. **{A}** 4 credits

Gary Niswonger
T Th 9–11:50 a.m.

ARS 162b Design with Computers

A repetition of 162a. Enrollment limited to 8. Permission of the instructor required. **{A}** 4 credits

Gary Niswonger

T Th 9–11:50 a.m.

ARS 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing. **{A}** 4 credits

Susan Heideman, Director

M W 8–10:50 a.m., *Katherine Schneider*; M W 1:10–4 p.m., *Katherine Schneider*; T Th 9–11:50 a.m., *Dwight Pogue*; T Th 1–4 p.m., *Martha Armstrong*

ARS 163b Drawing I

A repetition of 163a. **{A}** 4 credits

John Gibson, Director

M W 8–10:50 a.m., *Carl Caivano*; M W 1:10–4 p.m., *Carl Caivano*; T Th 9–11:50 a.m., *Katherine Schneider*; T Th 1–4 p.m., *John Gibson*

ARS 171b Introduction to the Materials of Art

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. **{A}** 4 credits

Elliot Offner

M W 8–10:50 a.m.

Intermediate Courses

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200-level and above courses, provided they work with a different instructor.

ARS 262b Design Workshop II

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits

A. Lee Burns

M W 1:10–4 p.m.

[ARS 264a Drawing II]

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

ARS 264b Drawing II

A repetition of 264a. Enrollment limited to 15. **{A}** 4 credits

Martha Armstrong

T Th 9–11:50 a.m.

[ARS 265b Color]

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. **{A}** 4 credits

ARS 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Susan Heideman

M W 8–10:50 a.m.

ARS 266b Painting I

A repetition of 266a. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Martha Armstrong

T Th 1–4 p.m.

ARS 267a Watercolor Painting

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Susan Heideman

M W 1:10–4 p.m.

ARS 269b Offset Printmaking I

Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography, linocut and serigraphy (silk screen). May be repeated once for credit. Prerequisites: 161a or b, or permission of the instructor. Enrollment limited

to 12. **{A}** 4 credits

Dwight Pogue

M W 1:10–4 p.m.

ARS 270b Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Dwight Pogue

M W 9–11:50 a.m.

[ARS 271a Graphic Arts]

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years. **{A}** 4 credits

ARS 272a Intaglio Techniques

An introduction to intaglio techniques, particularly collagraph, drypoint, etching and engraving. Prerequisites: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Gary Niswonger

T Th 1–4 p.m.

ARS 273a Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits

A. Lee Burns

M W 9–11:50 a.m.

ARS 275a An Introduction to Printing

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor. **{A}** 4 credits

Elliot Offner

M W 1:10–4 p.m.

ARS 276a Calligraphy and Lettering

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15. **{A}** 4 credits

Elliot Offner

M W 8–10:50 a.m.

ARS 277b Woodcut

The art of cutting images in relief on wood; printing from the woodblocks in black, white and colors. Prerequisite: 161a or b or permission of the instructor. Enrollment limited to 15. {A} 4 credits

Elliot Offner

M W 1:10–4 p.m.

ARS 280a Introduction to Architecture, City Planning and Landscape Design

Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24. {A} 4 credits

Richard Joslin

T Th 9–11:50 a.m.

ARS 281b Introduction to Architecture, City Planning and Landscape Design

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 24. {A} 4 credits

Richard Joslin

T Th 9–11:50 a.m.

ARS 282a Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section. {A} 4 credits

Jane Tuckerman

T Th 9–11:50 a.m.

ARS 282b Photography I

A repetition of 282a. {A} 4 credits

Jane Tuckerman

T Th 9–11:50 a.m.

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

ARS 362a Painting II

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15. {A} 4 credits

Martha Armstrong

T Th 9–11:50 a.m.

ARS 362b Painting II

A repetition of 362a. {A} 4 credits

John Gibson

T Th 9–11:50 a.m.

ARS 364b Drawing III

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisites: ARS 163 and ARS 264. Enrollment limited to 15. {A} 4 credits

Gary Niswonger

T Th 1–4 p.m.

[ARS 369b Offset Printmaking II]

Advanced study in printmaking. Emphasis on color printing combining lithography, serigraphy, block printing and photo-printmaking. Prerequisite: 269a or permission of the instructor. Enrollment limited to 12. {A} 4 credits

[ARS 372b Graphic Arts II]

Advanced study in printmaking, with emphasis on etching or lithography. Prerequisite: 271a, 272a, or permission of the instructor. Enrollment limited to 15. {A} 4 credits

ARS 374b Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12. {A} 4 credits

A. Lee Burns

M W 9–11:50 a.m.

[ARS 376b Printing and Graphic Art]

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. {A} 4 credits

ARS 381a Architecture

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 12. {A} 4 credits

Richard Joslin

T Th 1–4 p.m.

ARS 382b Architecture

A continuation of 381a. Prerequisite: 381a. {A}

4 credits

Richard Joslin

T Th 1–4 p.m.

ARS 383a Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15.

{A} 4 credits

Jane Tuckerman

T Th 1–4 p.m.

[ARS 383b Photography II]

A repetition of 383a. {A} 4 credits

ARS 384b Advanced Studies in Photography

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. {A}

4 credits

Jane Tuckerman

T Th 1–4 p.m.

[ARS 385b Landscape Architecture]

Prerequisite: permission of the instructor. {A}

4 credits

ARS 400a Special Studies

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

1 to 4 credits

ARS 400b Special Studies

1 to 4 credits

ARS 408d Special Studies

8 credits

All students interested in a special studies in wood must first complete a noncredit course in wood-working given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

Graduate

ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture

4 credits

Members of the Department

ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Art or Sculpture

4 credits

Members of the Department

ARS 582d Architecture

8 credits

ARS 583d Landscape Architecture

8 credits

Honors

Co-directors of the Honors Committee:

Art History: Barbara Kellum; Studio Art: Gary Niswonger

Basis: ARH 100d.

ARH 430d Thesis

8 credits

ARS 430d Thesis

8 credits

Requirements: ARH 100d. ARH 291 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for eight credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

The Major

Advisers: Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Dana

Leibsohn, Jaroslaw Leshko, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie, Helen Searing.

Art History Adviser for Study Abroad: Caroline Houser.

Art Studio Adviser for Study Abroad: Dwight Pogue.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art) or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students who plan to major in art are advised to take ARH 100d in their first or second year.

Areas of Study (Alpha–Epsilon). Courses in the history of art are divided into areas that reflect the various time periods and civilizations studied in the course. These areas are:

Alpha (Ancient): 209; 210; 211; 212; 214; 215; 310; 315.

Beta (Medieval): 221; 222; 224; 321.

Gamma (Renaissance, Baroque and Rococo): 232; 233; 234; 235; 241; 242; 243; 244; 246; 331; 333; 342.

Delta (Modern): 251; 252; 253; 254; 255; 256; 258; 292; 348; 351; 352; 354; 356; 359.

Epsilon (Asian, African and Pre-Columbian): 201; 203; 204; 207; 208; 213; 304; 375.

Courses with topics that change annually (ARH 206; 290; 293) may be placed in the appropriate Alpha–Epsilon groupings depending on the topic of the courses. Other courses not in the Alpha–Epsilon list may be counted for credit toward the major but not toward the fulfillment of area distribution.

No course counting toward the major may be taken for an S/U grade.

Plan A, The History of Art

Basis: ARH 100d.

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one art history seminar; one course in studio art (ARS). The seven semester courses in art his-

tory must be distributed in at least four different areas of study Alpha–Epsilon. The studio art course should be taken no later than the first semester of the junior year.

Plan B, Studio Art

Basis: ARH 100d and ARS 163a or b.

Requirements: the basis; seven additional studio art courses; two additional art history courses from two different areas of study, to be selected from the list beginning with Alpha and ending with Epsilon. At least one of the seven studio courses required should be a Special Studies or Honors project taken during the senior year. Majors are also encouraged to take one of the following design-related courses: ARS 161a or b; ARS 162a or b; ARS 171a or b; and ARS 265a or b. In addition, seniors will be required to install a senior show, which will normally occur in the spring semester.

Plan C, Architecture

Basis: ARH 100d, ARS 280a, ARS 281b, and ARS 162a or b or ARS 163a or b.

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b, and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus ARH 202, 204, 206, 212, 215, 222, 224, 234, 244, 246, 253, 254, 255, 257, 258, 290, 359), and/or their equivalents in other Five College institutions, of which three should be courses from two of the Alpha–Epsilon study areas. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

The Minors

Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as she desires within the skeletal structure of the requirements.

Advisers: Members of the art history faculty.

Requirements: ARH 100d; any three additional courses in the history of art at the 200 level; and at least one art history seminar (a 300-level course).

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163a or b and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

Advisers: John Moore, Helen Searing.

Requirements: Five courses from the following: ARH 202, 204, 206, 212, 215, 222, 224, 234, 244, 246, 255, 257, 258, 290, 359.

Plan 4, Graphic Arts

Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit.

Advisers: Gary Niswonger, Dwight Pogue.

Requirements: (1) 163 (basis); (2) 260 History of Graphic Arts or 261, Composition of Books; and (3) any four from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

Astronomy

Professors

†Richard E. White, Ph.D.

Suzan Edwards, Ph.D., *Chair*

Assistant Professor

Brian Michael Patten, Ph.D.

Five College Faculty

Thomas Travis Army, Ph.D. (Associate Professor, University of Massachusetts)

Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)

William A. Dent, Ph.D. (Professor, University of Massachusetts)

George S. Greenstein, Ph.D. (Professor, Amherst College)

Andrew Harris (Associate Professor, University of Massachusetts)

William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)

John Kwan, Ph.D. (Professor, University of Massachusetts)

F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Associate Professor, University of Massachusetts)

Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)

Karen M. Strom (Senior Researcher, University of Massachusetts)

Stephen E. Strom, Ph.D., Chair (Professor, University of Massachusetts)

Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)

David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)

Martin D. Weinberg, Ph.D. (Associate Professor, University of Massachusetts)

Judith S. Young, Ph.D. (Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, which includes a 14" Schmidt-Cassegrain reflector; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the

Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.

100a A Survey of the Universe

Concepts of the cosmos, ancient and modern. The course includes an introduction to celestial motions and the evolution of scientific theories to explain them. It proceeds to explore the ways in

which basic ideas about the forces of nature underlie contemporary understanding of the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. Laboratory (101a) is optional. **{N}** 3 credits

Brian Patten

T Th 9–10:20 a.m.

101a Astronomy Laboratory

The celestial sphere. Daily motion of the stars, orbit and phases of the moon, constellations and their change with the seasons. Telescopic observations of sun, moon, planets, double stars, clusters, gaseous nebulae and galaxies. Includes a field trip to the Bassett Planetarium at Amherst College.

Corequisite: 100a, which must be taken concurrently. **{N}** 1 credit

Suzan Edwards

M 7:30–8:20 p.m. plus self-scheduled observations

111b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, overall structure and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102 or the equivalent. **{N}** 4 credits

Brian Patten

M W F 1:10–2:20 p.m.; lab M 7 p.m.

[215a FC15a History of Astronomy]

Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages;

the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology. **{H/N}** 4 credits

223b FC23b Planetary Science

A freshman-level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. **{N}** 4 credits

William Dent

M W 2:30–3:45 p.m. at Hampshire

224a FC24a Stellar Astronomy

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}** 4 credits

Suzan Edwards

M W 2:30–4:30 p.m. at Smith

224b FC24b Stellar Astronomy

A repetition of 224a. **{N}** 4 credits

Suzan Edwards

T Th 2:30–4:30 p.m. at Amherst

[225a FC25a Galactic and Extragalactic Astronomy]

The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. Alternates with 226. **{N}** 4 credits

226a FC26a Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. **{N}** 4 credits

William Irvine

T Th 2:30–3:45 p.m. at UMass

330a FC30a Seminar: Topics in Astrophysics

Topic for 1996–97: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: one of 224, 351 or 352. **{N}** 4 credits

George Greenstein

M W 2:30–3:45 p.m. at Amherst

[337b FC37b Observational Techniques in Optical and Infrared Astronomy]

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 224, 351 or 352. Taught in alternate years with 338. **{N}** 4 credits

338b FC38b Techniques of Radio Astronomy

Equipment, techniques and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the trans-

fer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214. Taught in alternate years with 337.

{N} 4 credits

Ronald Snell

M W 2:30–3:45 p.m. at UMass

351a FC51a Astrophysics I: Stars and Stellar Evolution

Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits

Martin Weinberg

M W 1:25–3:45 p.m. at UMass

352b FC52b Astrophysics II: Galaxies

Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits

Eugene Tademaru

M W 1:30–3:45 p.m. at UMass

400a Special Studies

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio as-

tronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology.

1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Advisers: Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115 in the fall semester and begin astronomy with 111 in the spring semester.

Basis: 111.

Requirements: 12 semester courses, including the basis; 224; PHY 115, PHY 116 and 210; two courses selected from MTH 211, 212, 222, 225 and PHY 211, and two astronomy courses at the 300 level or above, including either 330 or 351. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

The Minor

Advisers: Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

Basis: 111.

Requirements: Six semester courses, including the basis, PHY 115, 116, and three intermediate or advanced astronomy courses, including 224.

Honors

Directors: Suzan Edwards, Richard White.

430d Thesis

8 credits

432d Thesis

12 credits

Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

Biochemistry

Advisers

Dany Adams, Assistant Professor of Biological Sciences

David Bickar, Associate Professor of Chemistry

Kenneth Hellman, Professor of Chemistry

Philip Reid, Professor of Biological Sciences
Stylianios Scordilis, Professor of Biological Sciences, *Director*

†Petra Turowski, Assistant Professor of Chemistry

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230a, 231a and CHM 224b before the junior year. The major in Biochemistry consists of a minimum of 53 credits, by special permission of the faculty.

252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

Stylianios P. Scordilis

T Th 9–10:20 a.m.

253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. {N} 2 credits

Stylianios P. Scordilis

T 1–4:50 p.m.

CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 12a or b. {N} 4 credits

Kenneth Hellman

Lec. M W F 11–11:50 a.m.; lab F 1:10–4 p.m.

352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 224b. Laboratory (353a) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

David Bickar

T Th 9–10:20 a.m.

353a Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352a is a prerequisite or must be taken concurrently. {N} 2 credits

David Bickar

T 1–4:50 p.m.

CHM 357b Selected Topics in Biochemistry

Topic for 1996–97: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission of the instructor. **{N}** 3 credits

David Bickar

W 7–10 p.m.

400a Special Studies

Variable credit as assigned

400b Special Studies

Variable credit as assigned

400d Special Studies

Variable credit as assigned

Honors

Director: Philip Reid.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry and an oral presentation of the honors research.

The Major

Students planning graduate study in biochemistry are advised to include PHY 115 and 116 in their program of study.

Requirements: BIO 111, 112, 230 and 231; CHM 111, 222, 223, 224, 332 or 335; BCH 252 and 253, 352 and 353.

And either BIO 342 and 343 or BIO 346 and 347.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Biological Sciences

Professors

Carl John Burk, Ph.D., *Chair*

Elizabeth Ann Tyrrell, Ph.D.

Stephen G. Tilley, Ph.D.

Philip D. Reid, Ph.D.

Robert B. Merritt, Ph.D.

†Margaret E. Anderson, Ph.D.

Richard F. Olivo, Ph.D.

Stylianios P. Scordilis, Ph.D.

**Steven A. Williams, Ph.D.

Paulette Peckol, Ph.D.

Associate Professors

**Richard T. Briggs, Ph.D.

†Virginia Hayssen, Ph.D.

Mary Harrington, Ph.D. (Psychology and Biological Sciences)

Adjunct Associate Professors

Thomas S. Litwin, Ph.D.

Leslie R. Jaffe, M.D.

Assistant Professors

Betty A. McGuire, Ph.D.

William F. Nolan, Ph.D.

Dany Adams, Ph.D.

Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

Lecturers

Mary Helen Laprade, Ph.D.

Kim E. Tripp, Ph.D.

†Robert McMaster, B.A., M.S.T., M.A.

Laboratory Instructor

Graham R. Kent, M.Sc.

The following 10 courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

[100b Microbiology]

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended. To be offered in 1997–98. {N} 4 credits

102a Human Genetics

A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include inheritance of complex characters, sex determination, chromosomal abnormalities, genetic diseases (Huntington disease, sickle cell anemia, Tay-Sach disease), genetic counseling, inbreeding. The course emphasizes problem solving and quantitative skills, and the

weekly discussion sections focus on selected papers from the scientific and popular press. {N} 4 credits

Robert Merritt

Lec. T Th 10:30–11:50 a.m.; dis. M 1:10–2 p.m.; T 1–1:50 p.m.; Th 1–1:50 p.m.

[104a Human Biology]

A study of the systems of the human body, their functions, development and genetics, as they relate to health, disease and human society. To be offered in 1997–98. {N} 4 credits

105b “Animals Without Backbones”: Invertebrates and Human Society

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction and

development; color and color change; circadian rhythms; migrations; colonialism; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended. {N} 4 credits

Mary Laprade

T Th 9–10:20 a.m. and one hour to be arranged

202a Horticulture

Theory and practice of plant cultivation appropriate for home gardening: annual and perennial flowers, bulbs, basic plant propagation, evergreen shrubs and trees, planting practices, hybridization, insects and diseases. Laboratory (203a) must be taken concurrently. {N} 3 credits

Kim Tripp

T Th 9–10:20 a.m.

203a Horticulture Laboratory

Practical application of horticultural practices and techniques to include soil preparation, composting, using common hand tools, bulb planting, identifying harmful insects and diseases. Horticulture (202a) must be taken concurrently.

{N} 1 credit

Kim Tripp

Lab 1: T Th 10:30–11:50 a.m.; Lab 2: T Th 1–2:50 p.m.

204b Horticulture

Continuation of 202a. Includes study of house plants, epiphytes, floral crops, vegetable gardening, herbs, deciduous trees and shrubs, turf management, wildflowers, integrated pest management and advanced plant propagation. Laboratory (205b) must be taken concurrently. Prerequisite: 202a. {N} 3 credits

Kim Tripp

T Th 9–10:20 a.m.

205b Horticulture Laboratory

Continuation of 203a. Includes seed treatments, plant identification, flower arranging, advanced plant propagation techniques, pruning, lawn propagation and herb gardening. Horticulture (204b) must be taken concurrently. Prerequisite: 203a. {N} 1 credit

Kim Tripp

Lab 1: T Th 10:30–11:50 a.m.; Lab 2: T Th 1–2:50 p.m.

206a Conservation of Natural Resources

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation and wildlife. One previous semester of college science strongly recommended. {N} 4 credits

Robert McMaster

T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

See Interdepartmental and Extradepartmental Course Offerings.

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are normally not required to take 111a. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

111a Introduction to Biology

An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and physiology of plant and animal systems. {N} 4 credits

Richard Briggs (Director), Graham Kent

Lec. M W F 10–10:50 a.m., Th 4–4:50 p.m.

Lab 1: M 1:10–3 p.m.; Lab 2: T 8:30–10:20 a.m.;

Lab 3: T 1–2:50 p.m.; Lab 4: T 3–4:50 p.m.; Lab

5: W 1:10–3 p.m.; Lab 6: Th 9–10:50 a.m.; Lab 7:

Th 1–2:50 p.m.; Lab 8: F 1:10–3 p.m.

112b Introduction to Biology

A continuation of 111a. An introduction to life at the organismal, population and community levels. Topics to be treated include genetics, evolution, biological diversity, form and function in plants and animals, and the ecology of populations and communities. The course includes a weekend half-day field trip. Prerequisite: 111a or permission of the course director. {N} 4 credits

Stephen Tilley (Director), Graham Kent

Lec. M W F 10–10:50 a.m., Th 4–4:50 p.m.

Lab 1: M 1:10–3 p.m.; Lab 2: T 8:30–10:20 a.m.;

Lab 3: T 1–2:50 p.m.; Lab 4: T 3–4:50 p.m.; Lab

5: W 1:10–3 p.m.; Lab 6: Th 9–10:50 a.m.; Lab 7:

Th 1–2:50 p.m.; Lab 8: F 1:10–3 p.m.

230a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequisite: CHM 222b. Laboratory (231a) is optional.

{N} 4 credits

Dany Adams, Stylianos Scordilis

M T W F 8–8:50 a.m.

231a Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field, phase contrast and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Additional prerequisite: 230a, which should be taken concurrently. {N} 1 credit

Dany Adams, Stylianos Scordilis

Lab 1: M 1:10–4 p.m.; Lab 2: T 1–3:50 p.m.; Lab

3: W 1:10–4 p.m.

232b Genetics

A course in transmission, molecular and population genetics. Topics will include DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift and quantitative inheritance. Additional prerequisites: CHM 111a or 115a. Laboratory (233b) is optional. {N} 4 credits

Robert Merritt

M W F 11 a.m.–12:10 p.m.

233b Genetics Laboratory

A laboratory course designed to complement the lecture material in 232b. Basic techniques of molecular genetics, including recombinant DNA and DNA synthesis will be covered in several organized sessions; and basic techniques of transmission genetics, such as gene mapping, will be covered by an independent project. Additional prerequisite: 232b, which should be taken concurrently.

{N} 1 credit

Robert Merritt

Lab 1: T 1–3:50 p.m.; Lab 2: W 1:10–4 p.m.; Lab 3:

Th 1–3:50 p.m.

[GEO 235] Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis]

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. To be offered in 1999–2000. (E) 1 credit

240a Plant Biology

Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241a) is optional. {N} 4 credits

Philip D. Reid

M W F 11 a.m.–12:10 p.m.

241a Plant Biology Laboratory

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student-designed research project is included. Additional prerequisite: 240a, which should be taken concurrently. {N} 1 credit

Philip D. Reid

Lab 1: Th 1–4 p.m.

242a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast may be scheduled.

Laboratory (243a) must be taken concurrently. {N} 4 credits

Mary Laprade

T Th 9–10:20 a.m.

243a Invertebrate Zoology Laboratory

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. Field work on Cape Cod or other suitable coastal locations. 242a must be taken concurrently. {N} 1 credit

Mary Laprade

Lab 1: T Th 1–2:50; Lab 2: T Th 3–4:50 p.m.

244b Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245b) must be taken concurrently. {N} 4 credits

Betty McGuire

T Th 10:30–11:50 a.m.

245b Vertebrate Biology Laboratory

An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. 244b must be taken concurrently. {N} 1 credit

Betty McGuire

Lab 1: W 1:10–4 p.m.; Lab 2: Th 1–3:50 p.m.

MTH 245a Introduction to Probability and Statistics

An applications-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all others majors. Prerequisite: 111a or b, or 153a or

b, or one year of high school calculus or permission of the instructor. Lab sections limited to 15. 4 credits

Katherine Halvorsen (Mathematics), Stephen Tilley

M W F 1:10–2:30 p.m.; both labs M 2:40–4 p.m.

250b Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) is optional. {N} 4 credits

Philip D. Reid

T Th 9–10:20 a.m.

251b Plant Physiology Laboratory

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis is on individual research projects. Additional prerequisite: 250b, which should be taken concurrently. {N} 1 credit

Philip D. Reid

Lab 1: M 1:10–4 p.m.

254a General Bacteriology

This course examines bacterial morphology and growth and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. Additional prerequisite: CHM 111a or 115a. Laboratory (255a) must be taken concurrently. {N} 3 credits

Elizabeth Tyrrell

M 1:10–2:30 p.m., W F 1:10–2 p.m.

255a General Bacteriology Laboratory

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254a must be taken concurrently. {N} 2 credits

Elizabeth Tyrrell

Lab 1: W F 2:10–4 p.m.

256a Animal Physiology

Functions of animals required for survival (movement, respiration, circulation, etc.); neural and

hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111a or 115a. Laboratory (257a) is optional. {N} 4 credits

William Nolan

M W F 10–10:50 a.m.

257a Animal Physiology Laboratory

Experiments will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: 256a, which should be taken concurrently. {N} 1 credit

William Nolan

Lab 1: W 1:10–4 p.m.; Lab 2: Th 1:10–4 p.m.; Lab 3: F 1:10–4 p.m.

260a Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261a) is optional. A weekend field trip will be included for students not enrolled in laboratory. {N} 4 credits

Stephen Tilley

T Th 10:30–11:50 a.m.

261a Principles of Ecology Laboratory

Introduction to ecological communities of southern New England and to the investigation of ecological problems via field work, statistical analysis and computer simulation. Additional prerequisite: 260a, which should be taken concurrently. {N} 1 credit

Stephen Tilley

Lab 1: Th 1–3:50 p.m.

262b Evolution and Systematics

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation and macroevolutionary patterns. {N} 4 credits

Stephen Tilley

M W F 1:10–2:30 p.m.

264a Marine Ecology

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisites: 111a and 112b, or GEO 108b. Enrollment limited to 28. Laboratory (265a) must be taken concurrently. {N} 4 credits

Paulette Peckol

T Th 9–10:20 a.m.

265a Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: 264a, which should be taken concurrently. {N} 1 credit

Paulette Peckol

Lab 1: M 1:10–4 p.m.; Lab 2: T 1–3:50 p.m. and two weekend field trips

266b Plant Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently. {N} 3 credits

John Burk

Th 3–4:50 p.m.

267b Plant Systematics Laboratory

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently. {N} 1 credit

John Burk

Lab 1: F 1:10–4 p.m.

BCH 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230a/231a and CHM 223a. Laboratory

(253b) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
Stylianos P. Scordilis
 T Th 9–10:20 a.m.

BCH 253b Biochemistry I Laboratory

Techniques of modern biochemistry: protein and nucleic acid purification and characterization, ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide and agarose gel electrophoresis, restriction endonuclease mapping and Scatchard analysis. Prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. **{N}** 2 credits
Stylianos P. Scordilis
 Lab 1: T 1–4:50 p.m.

[320a Colloquium: Cell Biology of Disease]

A study of cells and their diseased states in humans and other animals. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include cellular pathology, inflammation, tuberculosis, cancer, metabolic disorders such as hemolytic anemias, and cystic fibrosis, as well as the clinical symptomology and therapeutic possibilities. Prerequisites: 230a and 231a. To be offered in 1998–99. **{N}** 4 credits

330b Neurophysiology

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or PSY 211a and a semester of chemistry. Laboratory (331b) must be taken concurrently. **{N}** 4 credits
Richard Olivo
 T Th 10:30–11:50 a.m.

331b Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including a short lab project in the second half of the semester. 330b must be taken concurrently. **{N}** 1 credit
Richard Olivo
 Lab 1: Th 1–3:50 p.m.

332a Histology

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional. **{N}** 4 credits
Richard Briggs
 M W F 11 a.m.–12:10 p.m.

333a Histology Laboratory

An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: six students. Additional prerequisite: 332a, which should be taken concurrently. **{N}** 1 credit
Richard Briggs
 Lab 1: T 1–4:50 p.m.

[336b Introduction to Biological Fine Structure]

Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently. To be offered in 1997–98. **{N}** 3 credits

[337b Introduction to Biological Fine Structure Laboratory]

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission electron microscopes, and associated photographic processes. Independent projects are emphasized. 336b must be taken concurrently. To be offered in 1997–98. **{N}** 2 credits

338b Morphology of Algae and Fungi

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Addi-

tional prerequisite: CHM 111a or 115a. Laboratory (339b) must be taken concurrently. **{N}** 4 credits

Paulette Peckol

T Th 10:30–11:50 a.m.

339b Morphology of Algae and Fungi Laboratory

The laboratory will focus on concepts discussed in lecture and will include a small, independent project. A weekend field trip is included. 338b must be taken concurrently. **{N}** 1 credit

Paulette Peckol

T 1–4 p.m.

[340b Principles of Virology]

Introduction to current concepts of virus multiplication and effects on host cells. Student presentations occupy the second half of the course. Additional prerequisite: 230a. To be offered in 1997–98. **{N}** 4 credits

342a Molecular Biology of the Gene

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning and genetic engineering in genetic analysis. Additional prerequisites: 232b or BCH 252b. Laboratory (343a) is optional. Recommended: 254a. **{N}** 4 credits

Steven Williams

T Th 10:30–11:50 a.m.

343a Molecular Biology of the Gene Laboratory

A laboratory course designed to complement the material covered in 342a. Each year a different gene is cloned and analyzed as a semester-long project by the entire class. Techniques used will include DNA isolation, transformation, Southern blot analysis, DNA synthesis and DNA sequencing. Although scheduled for one afternoon per week, students must be prepared to come to the laboratory an additional hour each week. Additional prerequisite: 342a, which should be taken concurrently, and 233b or BCH 253b. Recommended: 255a. **{N}** 1 credit

Steven Williams

Lab 1: W 1:10–4 p.m., and one hour to be arranged

346b Developmental Biology

A study of the twin processes of differentiation and morphogenesis by which a single cell develops into a multicellular organism. Exploration of the experimental foundation of important ideas, with illustrations from the embryology of model organisms. Prerequisite: 230a or permission of the instructor. Laboratory (347b) must be taken concurrently. **{N}** 4 credits

Dany Adams

M W F 11 a.m.–12:10 p.m.

347b Developmental Biology Laboratory

Observation, analysis and manipulation of various phenomena in the development of both plants and animals. Classic and modern techniques. Lecture 346b must be taken concurrently. **{N}** 1 credit

Dany Adams

Lab 1: Th 1–4:50 p.m.

[348a Molecular Physiology]

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: 230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1997–98. **{N}** 3 credits

[349a Molecular Physiology Laboratory]

Laboratory models and techniques in cellular physiology at the molecular level including: sub-cellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: five students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concurrently. To be offered in 1997–98. **{N}** 2 credits

[350b Biogeography]

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. To be offered in 1997–98. **{N}** 4 credits

352a Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Additional prerequisite: 242a/243a, 244b, 262b, or MTH 107a or permission of the instructor. Laboratory (353a) must be taken concurrently. **{N}** 4 credits

Betty McGuire

T 1–4 p.m.

353a Animal Behavior Laboratory

Research design and methodology for field and laboratory studies of animal behavior. 352a must be taken concurrently. **{N}** 1 credit

Betty McGuire

Lab 1: Th 1–5 p.m.

356a Plant Ecology

A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357a) must be taken concurrently. **{N}** 3 credits

John Burk

Th 3–4:50 p.m.

357a Plant Ecology Laboratory

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently. **{N}** 1 credit

John Burk

Lab 1: F 1:10–4 p.m.

400a Special Studies

Variable credit (1 to 5) as assigned

400b Special Studies

Variable credit (1 to 5) as assigned

Seminars

360a Topics in Molecular Biology

Topic for 1996–97: Organelle Genomes. A study of organelle genomes, including (but not necessarily limited to) evolution, regulation of gene expres-

sion, and interactions between the nucleus and organelles. The requirements will be active participation in lively and interesting discussions, one half hour presentation, one full hour presentation and a paper. **{N}** 3 credits

Dany Adams

M 1:30–3:30 p.m.

362b Topics in Organismal Biology

Topic for 1996–97: To be announced. **{N}** 3 credits

To be announced

To be arranged

[364b Topics in Environmental Biology]

Contemporary topics in the field of marine sciences. Specific emphasis on coastal development and pollution, e.g., oil spills, wetland loss, coral reef disturbances. Prerequisite: an ecology course and permission of the instructor. To be offered in 1997–98. **{N}** 3 credits

PPL 303b Public Policy for Marine and Coastal Resources

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology. 4 credits

John Burk, Allen Curran (Geology)

T 1–2:50 p.m.

366b Topics in Cellular Biology

Topic for 1996–97: To be announced. Prerequisite: 230a. **{N}** 3 credits

To be announced

To be arranged

368b Topics in Evolutionary Biology

Topic for 1996–97: Population Genetics of Endangered Species. A survey of recent research on the effects of inbreeding and population subdivision, and the bearing of these phenomena on the con-

servation of rare and endangered species. Prerequisite: 262b or permission of the instructor. {N}
3 credits

Stephen Tilley

T 1–2:50 p.m.

370j Tropical Ecology of Belize

This course will focus on the diverse marine and terrestrial habitats in this tropical environment, including coral reefs, mangrove forests and rain forests. Lectures, discussions and numerous field trips will provide students with an understanding of tropical ecosystems and of some contemporary environmental and economic issues facing Belize and other developing countries. Each student will be involved in an independent research project.

Prerequisites: ecology or oceanography course and permission of the instructor. 6–8 working hours per day. Enrollment limited to 15. {N}

3 credits

Paulette Peckol, Stephen Tilley

To be arranged

The Major

Advisers: students should choose their advisers, according to their interests, from the following list: Plant biology: John Burk, Philip Reid.

Cell and molecular biology: Dany Adams, Richard Briggs, Stylianos Scordilis, Steven Williams.

Environmental and evolutionary biology: John Burk, Paulette Peckol, Stephen Tilley.

General biology: Richard Briggs, Mary Laprade, Robert Merritt, Stephen Tilley.

Marine biology: John Burk, Paulette Peckol.

Microbiology: Steven Williams.

Neurobiology: Richard Olivo.

Zoology: Dany Adams, Mary Laprade, Robert Merritt.

Adviser for Study Abroad: John Burk.

Prospective majors should take CHM 111a and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete 204b and 205b may be granted four credits toward the major. Students who take one of the other courses designated for

non-majors ([100b], [104a], 105b, 206a) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a.

Distribution: four of the following courses, one from each of four fields:

A. Cell biology: 230a.

B. Genetics: 232b.

C. Organismal biology: 240a, 242a/243a, 244b/245b.

D. Physiology: 250b, 254a/255a, 256a.

E. Evolutionary and environmental biology: 260a, 262b, 264a/265a, 266b/267b.

Advanced courses: At least seven credits at the 300 level, which must include a laboratory course from the department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the department's offerings.

Additional courses: A total of 48 credits is required for the major. For students who elect to use AP credit in biology instead of completing BIO 111a, only 44 credits are necessary. Electives may be any courses acceptable for the major. Up to four credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement.

Up to four credits in the major may be acquired from among the following: CHM 222b, CHM 223a, BCH 352a, GEO 231a, PSY 113a or b, PSY 311a.

The Minor

Advisers: The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental

offerings. These courses must include 111a, 112b and one 300-level course. No more than one course designed primarily for non-majors may be included.

Honors

Director: To be announced.

Basis: the same as that for the major.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431a or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

Marine Sciences

See page 256.

Neuroscience

See page 275.

Graduate

Advisers: Elizabeth Tyrrell (first semester), Philip Reid (second semester).

507a Seminar on Recent Advances and Current Problems in the Biological Sciences
Selected topics for reading and individual reports.
3 credits
Members of the Department

507b Seminar on Recent Advances and Current Problems in the Biological Sciences
Selected topics for reading and individual reports.
3 credits
Members of the Department

510a Advanced Studies in Molecular Biology
3 to 5 credits
Members of the Department

510b Advanced Studies in Molecular Biology
3 to 5 credits
Members of the Department

520a Advanced Studies in Botany
3 to 5 credits
Members of the Department

520b Advanced Studies in Botany
3 to 5 credits
Members of the Department

530a Advanced Studies in Microbiology
3 to 5 credits
Members of the Department

530b Advanced Studies in Microbiology
3 to 5 credits
Members of the Department

540a Advanced Studies in Zoology
3 to 5 credits
Members of the Department

540b Advanced Studies in Zoology
3 to 5 credits
Members of the Department

550a Advanced Studies in Environmental Biology
3 to 5 credits
Members of the Department

550b Advanced Studies in Environmental Biology
3 to 5 credits
Members of the Department

590d Research and Thesis
8 credits

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Names of pre-health advisers and other information may be obtained from the Career Development Office or from Margaret E. Anderson, chair of the Board of Pre-Health Advisers.

Chemistry

Professors

†George Morrison Fleck, Ph.D.
Kenneth Paul Hellman, Ph.D.
Thomas Hastings Lowry, Ph.D.
Robert G. Linck, Ph.D., *Chair*
Stuart Rosenfeld, Ph.D.

Associate Professor

David Bickar, Ph.D.

Assistant Professors

Sharon M. Palmer, Ph.D.
†Petra Nicôle Turowski, Ph.D.

Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

Laboratory Instructor and Laboratory Supervisor

Virginia White, M.A.

Research Associate

Richard E. Morel

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b or MTH 114a or b and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 111a, Section II.

100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations. {N} 4 credits

Kenneth Hellman

M W F 10–10:50 a.m.

[102b Chemistry of Artists' Materials and Techniques]

A theoretical and practical examination of the working methods of artists. Technical studies in

the Museum of Art will provide insights into artistic uses of materials in different time periods. Studio demonstrations and activities will provide firsthand knowledge of various media. Laboratory exercises will provide opportunities to prepare materials and to study their properties. The class will visit a working foundry to observe casting and patination. Enrollment limited to 18. (E) {N/A} 4 credits

111a Chemistry I: General Chemistry

Section I

An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. {N} 5 credits

Kenneth Hellman, Virginia White

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: M 1:10–4 p.m. Lab 3: T 9–11:50 a.m. Lab 4: T 9–11:50 a.m. Lab 5: T 1–3:50 p.m. Lab 6: T 1–3:50 p.m. Lab 7: W 1:10–4 p.m. Lab 8: W 1:10–4 p.m. Lab 9: Th 9–11:50 a.m. Lab 10: Th 9–11:50 a.m. Lab 11: Th 1–3:50 p.m. Lab 12: Th 1–3:50 p.m.

Section II

A course dealing with atomic and molecular structure and properties and a detailed treatment of chemical reactions. For students with strong preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis. **{N}** 5 credits

Sbaron Palmer, Virginia White

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: M 1:10–4 p.m. Lab 3: T 9–11:50 a.m. Lab 4: T 9–11:50 a.m. Lab 5: T 1–3:50 p.m. Lab 6: T 1–3:50 p.m. Lab 7: W 1:10–4 p.m. Lab 8: W 1:10–4 p.m. Lab 9: Th 9–11:50 a.m. Lab 10: Th 9–11:50 a.m. Lab 11: Th 1–3:50 p.m. Lab 12: Th 1–3:50 p.m.

[150b Environmental Chemistry]

An introduction to the role of atoms and molecules in the synthesis and decomposition of natural materials of all kinds. Investigation of natural and human effects on these materials from a chemical perspective. Whereas most elements and compounds are necessary to maintain life, some—and often the same ones—have hazardous effects. We will study biogeochemical cycles from a chemical perspective, thereby gaining an understanding of changes in the ozone layer (oxygen cycle), the greenhouse effect (carbon cycle) and acid rain (sulfur and nitrogen cycles). We will also discuss infamous hazardous materials such as CFCs, PCBs and DDT. Prerequisite: 111a or the equivalent. An additional college-level course in science or Public Policy is strongly recommended. Offered in alternate years. **{N}** 4 credits

222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite:

111a. **{N}** 5 credits

Thomas Lowry, Lâle Burk

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: M 1:10–4 p.m. Lab 3: T 9–11:50 a.m. Lab 4: T 1–3:50 p.m. Lab 5: T 1–3:50 p.m. Lab 6: W 1:10–4 p.m. Lab 7: W 1:10–4 p.m. Lab 8: Th 9–11:50 a.m. Lab 9: Th 1–3:50 p.m. Lab 10: Th 1–3:50 p.m.

223a Chemistry III: Organic Chemistry

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional

derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222b and successful completion of the 222b lab. **{N}** 5 credits

Thomas Lowry, Lâle Burk

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: T 9–11:50 a.m. Lab 3: T 1–3:50 p.m. Lab 4: T 1–3:50 p.m. Lab 5: W 1:10–4 p.m. Lab 6: Th 9–11:50 a.m. Lab 7: Th 1–3:50 p.m.

224b Chemistry IV: Bonding, Structure and Energetics

Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor. **{N}** 5 credits

Robert Linck, Virginia White

Lec. M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: T 1–3:50 p.m. Lab 3: W 1:10–4 p.m. Lab 4: Th 9–11:50 a.m. Lab 5: Th 1–3:50 p.m.

226b Synthesis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223a. **{N}** 3 credits

Stuart Rosenfeld

T Th 9–9:50 a.m.; lab T 1–4:50 p.m.

[228b Bio-Organic Chemistry]

The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers and defense chemicals. Prerequisite: 223a. Offered in alternate years. **{N}** 3 credits

241j How NMR Really Works

Introduction to the concepts underlying pulsed Fourier Transform nuclear magnetic resonance. Topics include behavior of nuclear spins in a magnetic field, the effect of radiofrequency pulses, the rotating frame, the Fourier Transform and nuclear spin relaxation. Lecture, instrument demonstration and computer simulations. Prerequisite: a knowledge of NMR Spectroscopy at the level covered in CHM 222b and 223a. (E) Both 241j and

342j together will receive a total of one credit.

Thomas Lowry

January 7–10, 1997, 10 a.m.–noon, 1:30–2:30 p.m.

321a Organic Synthesis

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223a.

Offered in alternate years. {N} 4 credits

Stuart Rosenfeld

T Th 9–10:20 a.m.

[323a Organic Mechanisms]

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years. {N} 3 credits

331a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b or MTH 114a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended. {N} 4 credits

Sharon Palmer

M W F 11 a.m.–12:10 p.m.

332b Physical Chemistry

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331a. {N} 5 credits

Sharon Palmer

Lec. M W F 11 a.m.–12:10 p.m.; lab T or Th 1–3:50 p.m.

335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b. {N} 4 credits

Kenneth Hellman

Lec. M W F 11–11:50 a.m.; lab F 1:10–4 p.m.

342j NMR Spectroscopy in Two Dimensions

The methods by which NMR data are obtained and manipulated to obtain spectra in two dimensions, including the basic types of two-dimensional spectra and the information they provide about molecular structure. Lecture, instrument demonstrations and computer simulations. Prerequisite: 241j. (E) Both 241j and 342j together will receive a total of one credit.

Thomas Lowry

January 14–17, 1997, 10 a.m.–noon, 1:30–2:30 p.m.

347a Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Critical evaluation of data and error analysis. Prerequisite: 224b or permission of the instructor. {N/M} 5 credits

Robert Linck, Virginia White

Lec. T Th 9–9:50 a.m. Lab: T 1–5 p.m.,

Th 1–4 p.m. (Note: both are required.)

BCH 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 224b and CHM 224b. Laboratory (353a) must be taken concurrently by biochemistry majors; optional for others. {N} 4 credits

David Bickar

T Th 9–10:20 a.m.

BCH 353a Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352a is a prerequisite or must be taken concurrently. {N} 2 credits

David Bickar

T 1–4:50 p.m.

357b Selected Topics in Biochemistry

Topic for 1996–97: Pharmacology. An introduction to pharmacology, toxicology and drug design. The design and pharmacology of several drugs will be examined in detail, including examples of neuropharmacologic, chemotherapeutic, antibacterial and antiviral drugs. The ethical and legal considerations of drug design, use and abuse will also be considered. Prerequisite: BCH 352a, or permission

of the instructor. Offered in alternate years. {N}
3 credits

David Bickar

W 7–10 p.m.

363b Advanced Inorganic Chemistry

A study of topics in inorganic chemistry. Prerequisite: 331a. {N} 4 credits

Robert Linck

M W F 1:10–2:30 p.m.

[366b Inorganic Laboratory]

Synthesis of transition metal, main group and organometallic compounds, and study of their magnetic, spectral, conductive and/or thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years. {N} 3 credits

[369a Solid State Chemistry]

Solids: bonding, structure, symmetry and properties; metals, semiconductors and insulators; applications, including superconductors. Prerequisite: 331a, which may be taken concurrently; PHY 115a is recommended. Offered in alternate years. {N} 3 credits

395a Advanced Chemistry

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state and reactivity. Prerequisite: 331a. Offered in alternate years. {N} 4 credits

Robert Linck

M W F 1:10–2:30 p.m.

400a Special Studies

1 to 4 credits as assigned

400b Special Studies

1 to 4 credits as assigned

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Låle Burk.

Students planning graduate study in chemistry are advised to include PHY 115 and 116 and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (400, 430, or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111a, 222b, 223a, 224b, 226b, 331a, 332b, 347a, 363b, and a further six credits in chemistry, toward which four credits from the research courses 400, 430, or 432 may be counted.

The Minor

Advisers: Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111a, 222b, 223a and 224b. Special Studies 400a and 400b normally may not be used to meet the requirements of the minor.

Honors

Director: Thomas Lowry.

430d Thesis

8 credits

432d Thesis

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

Classical Languages and Literatures

Professor

Justina Winston Gregory, Ph.D.

Associate Professors

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

†Nancy J. Shumate, Ph.D.

Scott A. Bradbury, Ph.D., *Chair*

Assistant Professor

Maureen Ryan, Ph.D.

Lecturer

Nancy Evans, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 15).

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213b for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. **{F}** 8 credits

Justina Gregory

M W F 1:10–2:30 p.m.

GRK 212a Attic Prose and Drama

Prerequisite: 100d. **{L/F}** 4 credits

Thalia Pandiri

M W F 11 a.m.–12:10 p.m.

GRK 213b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor.

{L/F} 4 credits

Nancy Evans

M W F 10–10:50 a.m.

GRK 326a Euripides and Thucydides: Athens Destroys Itself

A study of how a contemporary tragedian and a contemporary historian viewed Athens' loss of its empire in the Peloponnesian War. Prerequisite: GRK 213b or permission of the instructor. **{L/F}** 4 credits

Justina Gregory

M W F 10–10:50 a.m.

GRK 330b Greek Rhetoric and Oratory

Selections from the major Greek orators; attention to theories of rhetoric and cultural background.

Prerequisite: GRK 213b or permission of the instructor. **{L/F}** 4 credits

Nancy Evans

M W F 11 a.m.–12:10 p.m.

GRK 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 4 credits

GRK 404b Special Studies

4 credits

Graduate

GRK 580a Studies in Greek Literature

This will ordinarily be an enriched version of the 300-level course currently offered.
4 credits

GRK 580b Studies in Greek Literature

4 credits

Adviser for Graduate Study: Thalia Pandiri.

See also REL 287a: Greek Religious Texts.

Latin

LAT 100d Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F} 8 credits

Maureen Ryan

M W F 1:10–2:30 p.m.

LAT 111b Intensive Elementary Latin

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings. {F} 8 credits

Thalia Pandiri

M W F 1:10–2:30 p.m., T Th 1–2:50 p.m.

LAT 212a Poets and Politicians of the Late Republic

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings may include selections from Cicero, Caesar and Catullus. Prerequisite: LAT 100d, 111b, or the equivalent. {L/F} 4 credits

Maureen Ryan

M W F 11 a.m.–12:10 p.m.

[LAT 213b Virgil, Aeneid]

Prerequisite: 212a or permission of the instructor. To be offered in 1997–98. {L/F} 4 credits

LAT 214b Medieval Latin

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society,

through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent.

{L/F} 4 credits

Scott Bradbury

M W F 11 a.m.–12:10 p.m.

LAT 215a Roman Historians

Selections from Livy, Sallust and Tacitus, with a focus on the intersection of historiography and ideology; the construction of the Roman national character; the deployment of ethical exemplars. Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Scott Bradbury

T Th 1–2:50 p.m.

LAT 216b The Poetry of Ovid

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*, *Heroides*, *Ars Amatoria*, *Metamorphoses* and *Tristia*. Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Maureen Ryan

T Th 10:30–11:50 a.m.

LAT 323b Sallust and Tacitus

Emphasis on Tacitus: his development as a stylist and political thinker. Prerequisite: 215a, 216b, a 300-level course or permission of the instructor.

{L/F} 4 credits

Scott Bradbury

T Th 1–2:50 p.m.

LAT 336a Lucretius

Selections from the *De Rerum Natura* with attention to the place of Lucretius in the literary and philosophical traditions. Prerequisite: 213b or permission of the instructor. {L/F} 4 credits

Justina Gregory

T Th 1–2:50 p.m.

LAT 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.
4 credits

LAT 404b Special Studies

4 credits

Graduate

LAT 580a Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

LAT 580b Studies in Latin Literature

4 credits

Adviser for Graduate Study: Scott Bradbury.

Classics in Translation

CLS 227a Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. {L/A}

4 credits

Scott Bradbury

T Th 9–10:20 a.m.

[CLS 228b The Tragic View]

The course will consider the social, political and cultural forces that shaped Greek tragedy; conditions of performance in fifth-century Athens; and the legacy of tragedy in the Western theatrical tradition. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Shakespeare, Ibsen, Brecht, August Wilson and Marsha Norman. To be offered in 1997–98. {L/A} 4 credits

CLS 230b The Historical Imagination

Topic for 1996–97: Images of the Other in Ancient Greece. Socrates is reported to have said that he owed thanks to Fortune for three things: that he had been born a human being and not a beast; that he had been born a man and not a woman; and that he had been born a Greek and not a barbarian. This course will consider the development and transformation of images of the Other in Greek literature. Topics will include women,

slaves and barbarians; image and reality; nature and culture; questioning stereotypes. {L/H}

4 credits

Justina Gregory

T Th 10:30–11:50 a.m.

CLS 232b Paganism in the Greco-Roman World

An introduction to the varieties of pagan religious experience in the Roman world from the first century BCE to the fourth century CE. Topics will include traditional cult practices, sacrifice, festivals, mystery religions and the philosophical critique of traditional religious practices. Special focus on the types of religious experience open to women in Greco-Roman antiquity. Attention also to the interaction of paganism with Christianity. {L/H}

4 credits

Nancy Evans

T Th 1–2:50 p.m.

[CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture]

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality. To be offered in 1997–98. {L/H} 4 credits

CLT 230a “Unnatural” Women: Mothers Who Kill Their Children

The Major in Greek, Latin or Classics

Advisers: Members of the Department.

Adviser for Study Abroad: Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the Department.

Basis: GRK 100d or LAT 100d or 111b (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level or above) or LAT (200-level or above); two from classics in translation (CLS); and three appropriate courses in archaeology (ARC), art history (ARH), education (EDC), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language

and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Justina Gregory.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written over the course of one (431a) or two (430d) semesters, and an examination in the general area of the thesis.

Greek, Latin or Classics Graduate

590d Research and Thesis

8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

Comparative Literature

Ann Rosalind Jones, Ph.D. (Comparative Literature), *Director*

Professors

†David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

Maria Banerjee, Ph.D. (Russian Language and Literature)

Elizabeth Harries, Ph.D., Professor (English Language and Literature and Comparative Literature)

Jocelyne Kolb, Ph.D. (German Studies)

*Hans Rudolf Valet, Ph.D. (German Studies and Comparative Literature)

Associate Professors

Craig R. Davis, Ph.D. (English Language and Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Language and Literature)

Assistant Professors

Anna Botta, Ph.D. (Italian Language and Literature)

Leyla Ezdinli, Ph.D. (French Language and Literature)

Reyes Lázaro, Ph.D. (Spanish and Portuguese)

A comparative study of literature in two languages, one of which may be English.

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 339). An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of a score of 4 or 5 and first-year students with an SAT or English achievement score of 710 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

Genre

[CLS 228b The Tragic View]

4 credits

223a Forms of Autobiography

Topic for 1996–97: Women's Autobiography in Context. An exploration of changes in the concept of the self and of literary techniques devised to empower that self as a public figure, whether outsider, social critic and innovator, or defender of a principle or tribe. Texts by Margery Kempe, Harriet Jacobs, Rigoberta Menchú, Christa Wolf, Maxine Hong Kingston, Sara Suleri. 4 credits

Ann Jones

T Th 10:30–11:50 a.m.

235b Fairy Tales and Gender

A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral story-telling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela

Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. {L} 4 credits

Elizabeth Harries

T Th 1–2:50 p.m.

237a Travellers' Tales

How do we describe the places we visit? How do both guidebooks and the reports of earlier travellers structure the journeys we take ourselves? Can we ever come to know the “real Italy,” the “real India,” or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Mary McCarthy, V.S. Naipaul, Roland Barthes, Bruce Chatwin and others. {L}

4 credits

Michael Gorra

T Th 10:30–11:50 a.m.

243b Comedy and Romance

The course examines a play by Aristophanes, two Latin plays of the New Comedy by Plautus and Terence, three Sanskrit plays by Bhasa, Sudraka and Kalidasa and two plays by Shakespeare in their distinct cultural and theoretical matrices which shape their use of dramatic and moral conventions, imagery and symbolism as well as their attitudes toward time. {L} (E)

4 credits

Ron D.K. Banerjee

T Th 9–10:20 a.m.

Period, Movement

268b Latina and Latin American Women Writers

This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Sheila Ortiz Taylor and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor.

Nancy Sternbach

M W F 11 a.m.–12:10 p.m.

272b Women Writing: 20th-Century Fiction

A cross-cultural, multi-racial study of 20th-century fiction by women, focusing on English- and French-speaking cultures. We will consider how writers challenge literary and social conventions, define their communities, make esthetic and political choices and inscribe sexuality. We will focus on themes such as mothers and daughters, desire, love, language and female subjectivity. We will pay special attention to changing meanings of “woman” and “women” as gender is inflected by culture, race, ethnicity, class and sexuality. All readings available in English. Writers will include such authors as Woolf, Colette, Kincaid, Schwarz-Bart, Morrison, Condé, Blais, Duras and Wittig.

{L/H} 4 credits

Leyla Ezdinli

T Th 10:30–11:50 a.m.

283b Dada and Surrealism

A study of two of the most influential avant-garde movements of this century. Setting out to destroy traditional modes of thought, behavior and expression, they hoped to change not only art and literature but life itself. The course aims to place these movements in their historical context, analyze their theoretical pronouncements and assess some of their major achievements, primarily in literature but also in the visual arts. It will focus on works by Marinetti, Tzara, Breton, Aragon, Eluard, Leonora Carrington, Artaud, Dali, Bunuel, Schwitters and Ernst. {L/A} 4 credits

Lawrence Joseph

T Th 10:30–11:50 a.m.

296a Enlightenment: Reason, Revolution and the Modern

This course will concentrate on certain genres (satire, the novel, drama, opera and the essay) in order to determine how they reflect the philosophy and ferment of the century that culminated in the Revolution of 1789. How is that revolution pre-saged in the works of Swift, Fielding, Voltaire, Rousseau, Diderot, Lessing, Charrière, Beaumarchais and Mozart? How do these artists represent and contribute to the intellectual, social, religious and aesthetic turmoil of their century,

and to what extent are their ideas the source and stimulus for what we call modern? We will begin by reading the Prospectus to Diderot's *Encyclopédie*, conclude by reading the Declaration of Independence and supplement our reading with a viewing of several films. {L} 4 credits
Jocelyne Kolb (German)
 M W 2:40–4 p.m.

309b Arthurian Literature of the Middle Ages
 The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the *Gawain*-poet and Malory. 4 credits
Craig Davis
 T Th 3–4:20 p.m.

FRN 365b Francophone Literature
 Topic for 1996–97: Literature of the Caribbean. 4 credits
Leyla Ezdinli and Ruth Simmons
 W 1:10–3 p.m.

Special Topics

EAL 100b The Literary Traditions of East Asia: China, Japan and Korea

ENG 211b Technology of Reading and Writing
Eric Reeves
 M W F 9–9:50 a.m.

CLS 230b The Historical Imagination
 4 credits

230a "Unnatural" Women: Mothers Who Kill Their Children

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level

course in literature. Offered in alternate years. {L}
 4 credits
Thalia Pandiri
 T Th 1–2:50 p.m.

261b Faust and Western Culture

Is Western culture, as Oswald Spengler maintained, a Faustian culture? How did Faust come to be regarded as the typical Western man? We will address these questions in a reading of Goethe's *Faust*, examining some of its sources as well as some of the works it inspired. Readings in Spengler, the Old Testament, Calderón, Leibniz, Spinoza, Byron, Berlioz, Valéry, Lunacarski, Thomas Mann. {L} 4 credits
Hans R. Vaget
 M W 2:40–4 p.m.

274b The Garden: Paradise and Battlefield

Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker. {L} 4 credits
Ann Leone
 M W F 10–10:50 a.m.

355a Consuming Passions: Eating/Reading

From Plato's *Symposium* on, feasting, eating-drinking and talking have been considered intrinsically related, thus satisfying a long tradition of blending food with knowledge. Reading is likewise associated with eating, an activity of ingesting/digesting/indigestion, thus an act of consumption: we savor books; we devour articles; we hunger for knowledge, we ruminate ideas, we relish thoughts; we nourish the mind and the spirit; we feed our egos and even our computers! Food has been an essential ingredient for nourishing the imagination, serving many writers to express personal aesthetic tastes as well as reflecting specific cultural values. The course will offer a smorgasbord of readings in order to savor the various symbolic meanings that food and eating generate and are

generated by a literary text. Authors include Plato, Petronius, Apuleius, Augustine, Dante, Boccaccio, Machiavelli, Rabelais, Shakespeare, Flaubert, Ibsen, Mann, Proust and Woolf. Text will be supplemented by some film viewings, and at the end with a real "literary" meal. {L} 4 credits
Alfonso Procaccini (Italian)

M W 1:10–2:30 p.m.

Critical Theory and Method

300a Contemporary Literary Theory

The interpretation of literary texts of various genres by psychoanalytic, Marxist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Lévi-Strauss, Jakobson, Freud, Lacan, Barthes and Derrida. Enrollment limited to 25. {L}

4 credits
Ann Jones

T Th 3–4:50 p.m.

340b Problems in Literary Theory

Required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291d and CLT 300a, or permission of the instructor. {L}

4 credits
Ann Jones

T Th 3–4:50 p.m.

404a Special Studies

Admission by permission of the instructor and director.

4 credits

404b Special Studies

4 credits

The Major

Before entering the major, the student must prove her proficiency in the foreign language or lan-

guages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 253 or 254. FRN 260a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre, and one with a special topic (if available). (Only courses with a primary or cross listing in Comparative Literature count as comparative literature courses);
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 200d may be counted toward the comparative literature major). If a student takes both terms of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. CLT 300a and CLT 340b. (Note that GLT 291d is a prerequisite for 340b and should be taken as early as possible.)

Honors

Director: Ann Jones.

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year. The first draft will be due on the first day of second semester and will be commented on by both the adviser and the second reader. The final draft will be due on April 1, to be followed later in April by an oral presentation and discussion of the thesis.

430d Thesis

8 credits

Computer Science

Professors

Michael O. Albertson, Ph.D. (Mathematics)
Joseph O'Rourke, Ph.D.

Associate Professors

Merrie Bergmann, Ph.D., *Chair*
Dominique F. Thiébaud, Ph.D.

Assistant Professor

Ileana Streinu, Ph.D.

Instructor

Lixin Gao, B.S.

Three computer science courses have no prerequisites. These are CSC 101 (Computer Literacy), CSC 111 (Computer Science I) and CSC 290 (Introduction to Artificial Intelligence). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

101a Computer Literacy

An introductory course surveying computers and computing. Computer science will be examined at many "levels": theory, hardware, systems, algorithms, programming, operating systems, networks, applications, societal impact. This is not a programming course, but students will write a few small programs. Although various application software will be explored, including word processors, spreadsheets and graphics programs, the goal will not be training but rather understanding. Topics discussed include local and national networks, computer security, "viruses," software reliability, artificial intelligence and the history of computing. Weekly lab, using personal computers. Enrollment limited to 90; 30 per lab section. **{M}** 4 credits
Ileana Streinu and Members of the Department
T Th 9–10:20 a.m.; lab Th 1–2:50 p.m. or Th 3–4:50 p.m. or Th 7:30–9:30 p.m.

101b Computer Literacy

A repetition of 101a. Enrollment limited to 30 per lab section. **{M}** 4 credits
Ileana Streinu and Members of the Department
T Th 9–10:20 a.m.; lab Th 1–2:50 p.m. or Th 3–4:50 p.m. or Th 7:30–9:30 p.m.

111a Computer Science I

Introduction to a block-structured high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. Enrollment limited to 50; 25 per lab section. **{M}** 4 credits

Merrie Bergmann

M W F 11 a.m.–12:10 p.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m.

111b Computer Science I

A repetition of 111a. Enrollment limited to 50; 25 per lab section. **{M}** 4 credits

Lixin Gao

M W F 11 a.m.–12:10 p.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m.

112a Computer Science II

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or equivalent. **{M}** 4 credits

Lixin Gao

M W F 11 a.m.–12:10 p.m.; lab Th 1–2:50 p.m.

112b Computer Science II

A repetition of 112a. {M} 4 credits

Dominique Thiébaud

M W F 11 a.m.–12:10 p.m.; lab T 1–2:50 p.m.

220a Advanced Programming Techniques

Object-oriented programming in C++, Graphical User Interfaces in X-Windows, Unix tools for software development (make, Imake, Tcl/Tk, etc.).

Basic principles of software engineering. Students will see a large programming project through from design to code-writing to testing to documentation and release. Prerequisite: 112. {M} 4 credits

Joseph O'Rourke

M W F 10–10:50 a.m.; lab Th 3–4:50 p.m.

231a Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor. {M} 4 credits

Dominique Thiébaud

M W F 1:10–2:30 p.m.

240b Computer Graphics

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211 or permission of the instructor. {M} 4 credits

Joseph O'Rourke

M W F 10–10:50 a.m.

250a Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. {M} 4 credits

Merrie Bergmann

M W F 10–10:50 a.m.

252a Algorithms

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algo-

rithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. {M} 4 credits

Ileana Streinu

M W 2:40–4 p.m.

262b Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics.

Prerequisite: 231. {M} 4 credits

Ileana Streinu

T Th 10:30–11:50 a.m.; lab T 1–2:50 p.m.

270b Digital Circuits and Computer Systems

This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 15. {M} 4 credits

Dominique Thiébaud

M W F 9–9:50 a.m.; lab T 9–10:20 a.m.

[MTH 270b Introduction to Numerical Methods]**[274b Computational Geometry]**

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between writing several programs in C or exploring theoretical questions. Prerequisites: MTH 153, and either 112 or MTH 211. To be offered in 1997–98. {M} 4 credits

[280b Topics in Programming Languages]

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. To be offered in 1997–98.

{M} 4 credits

290a Introduction to Artificial Intelligence

An introduction to artificial intelligence and to techniques employed to tackle problems in this area. Topics covered include: LISP, game playing, theorem proving and search strategies; logic and reasoning; machine learning; natural language understanding; neural networks; genetic programming; and philosophical issues. This course is designed for students with an interest in cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses.

{M} 4 credits

Joseph O'Rourke

M W F 9–9:50 a.m.

[330a Topics in Database Systems]

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 231, or permission of the instructor. To be offered in 1997–98. {M} 4 credits

[350b Seminar in Computer Networks and Distributed Systems]

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 231. To be offered in 1997–98. {M} 4 credits

352a Introduction to Parallel Processing

Parallel programming is the action of breaking down a problem into smaller parts that can be assigned and solved in parallel by many processors or computers. This course presents a study of the hardware and software issues of parallel programming, including network topology, granularity of computation, algorithmic efficiency and complexity of parallel algorithms, speed up and utilization. In this course students write programs for three different parallel-machines paradigms: A Single-Instruction-Single-Data (SISD) machine, a heterogeneous Multiple-Instruction-Multiple-Data (MIMD) environment of networked workstations, and a homogeneous MIMD multiprocessor system. The class is programming-intensive and allows the students to experiment with the languages Parallax, PVM (Parallel Virtual Machine) and Logical System's Parallel C for the transputer. Prerequisites: 112 and 252. {M} 4 credits

Dominique Thiébaud

M W F 11 a.m.–12:10 p.m.

[364b Computer Architecture]

Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. To be offered in 1997–98. {M} 4 credits

390b Seminar in Artificial Intelligence

Topic for 1996–97: Natural Language Understanding. A seminar introduction to computational linguistics, from syntax to discourse analysis, and to knowledge representation. Prerequisite: 290 or permission of the instructor. {M} 4 credits

Merrie Bergmann

T Th 1–2:50 p.m.

394b Introduction to Translators and Compiler Design

Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. **{M}** 4 credits
Lixin Gao

M W 1:10–2:30 p.m.

400a Special Studies

For majors, by arrangement with a computer science faculty member.

Variable credit as assigned

400b Special Studies

Variable credit as assigned

The Major

Advisers: Michael Albertson (Mathematics), Merrie Bergmann, Lixin Gao, Joseph O'Rourke, Ileana Streinu, Dominique Thiébaud.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. MTH 111, MTH 153, and one of MTH 211, MTH 245, MTH 246;
3. At least one of 252, 262, 270, [280];
4. At least one 300-level course;
5. At least two additional CSC courses beyond the 100 level.

The Minor

Students may minor in Computer Science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112, and one 300-level course.

1. Systems (six courses)

Adviser: Dominique Thiébaud.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:

- | | |
|---------|---|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 220 | Advanced Programming Techniques |
| 231 | Microcomputers and Assembly Language |
| 262 | Introduction to Operating Systems |
| One of: | |
| [330] | Topics in Database Systems] |
| [350] | Seminar in Computer Networks and Distributed Systems] |

2. Computer Science and Language (six courses)

Adviser: Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- | | |
|---------|---|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 250 | Foundations of Computer Science |
| [280] | Topics in Programming Languages] |
| 290 | Introduction to Artificial Intelligence |
| One of: | |
| 390 | Seminar in Artificial Intelligence |
| 394 | Introduction to Translators and Compiler Design |

3. Mathematical Foundations of Computer Science (six courses)

Adviser: Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

111	Computer Science I
112	Computer Science II
250	Foundations of Computer Science
252	Algorithms
MTH 253	Combinatorics and Graph Theory
MTH 353	Advanced Topics in Discrete Applied Mathematics

Honors

Director: Joseph O'Rourke.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

Dance

Professor

†Susan Kay Waltner, M.S.

Associate Professor

Yvonne Daniel, Ph.D., *Chair*

Assistant Professor

Rodger Blum, M.F.A.

Visiting Artist

Jin-Wen Yu, M.F.A., Ed.D.

Five College Lecturers

Jim Coleman, M.F.A. (Associate Professor, Mount Holyoke College)

Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)

Charles Flachs (Assistant Professor, Mount Holyoke College)

Rose Flachs (Assistant Professor, Mount Holyoke College)

Terese Freedman, B.A. (Associate Professor, Mount Holyoke College)

Kenneth Lipitz (Lecturer, University of Massachusetts)

Daphne Lowell, M.F.A. (Associate Professor, Hampshire College)

Clara Mora (Lecturer, University of Massachusetts Fine Arts Center)

Rebecca Nordstrom, M.F.A. (Associate Professor, Hampshire College)

Peggy Schwartz, M.A. (Visiting Assistant Professor, University of Massachusetts), Five College Chair

Andrea Watkins, Ph.D. (Associate Professor, University of Massachusetts)

Wendy Woodson, M.A. (Assistant Professor, Amherst College)

Principal Pianist

Julius M. Robinson, B.S.

Teaching Fellows

Jennifer Clagett

Heather Clark

Kitty Clark

Amie Dowling

Joyce Lim

Kathleen Ridlon

Dan Ye

Amy Zarlengo

The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst. The faculty operates as one professional group, coordinating curriculum, performances and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to

make registration, interchange and student travel convenient and efficient. Complete Five College course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department office. In addition, students may major in theatre with an emphasis in dance. See Theatre Department listing for further details.

Students planning to major in dance should take 151 and/or 171 in their first year and should take at least one studio class per semester.

Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

151a Elementary Dance Composition:

Improvisation

Study and improvisational exploration of elements of dance, such as time, space, weight, energy content. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L. {A} 4 credits

To be announced

T Th 1–2:50 p.m.

[151b Elementary Dance Composition:

Improvisation]

A repetition of 151a. {A} 4 credits

171a Dance in the 20th Century

A survey of the principal influences on and directions of dance from mid-1800s to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, Afro-American dance forms (jazz, tap), dance on Broadway. Topic emphasis will be determined by the instructor. {A} 4 credits

Jin-Wen Yu

T Th 10:30 a.m.–noon

241a Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20. {A} 4 credits

Offered in the Five College Dance Department

[252a Intermediate Dance Composition]

Exploring structural principles of composition, including use of space, shape and dynamics; basic forms; two-part, three-part, theme and variations, rhythmic studies, content and expressivity in the creative process. Solo and group dance assignments, some reading and written documentation of work inside and outside of the studio. Prerequisite: 151a or b. L. {A} 4 credits

252b Intermediate Dance Composition

Projects and discussion in the choreographic process. The student will explore in solo, duet or group forms various devices and motivations utilized in creating dances; for example, motif and development, theme and variations, A-B-A, poetry, dialogue, music and other outlets for dance and movement expression. Some reading and writing required; journals, critical analysis. Prerequisite: 151a or b. L. {A} 4 credits

Offered in the Five College Dance Department

267b Dance in the Community

Dance in the Community will train students to extend the cultural power of dance to grassroots situations and make it an important part of people's lives. Students will learn theories and techniques for using movement as a tool of communication. These skills will be taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. (E) {A} 4 credits

Amie Dowling

M W F 11 a.m.–12:10 p.m.

[272a Dance and Culture]

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions from both artistic and anthropological perspectives, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for non-

majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375, Anthropology of Dance.) {A} 4 credits

272b Dance and Culture

A repetition of 272a. {A} 4 credits
Yvonne Daniel
 To be arranged

[273b History of Dance: Issues in Dance History]

From dance's earliest beginnings in all human societies through its evolution to the experimentation of today's choreographers, the history of dance is multifaceted and multicultural. The purpose of this course is to engage in specialized inquiry of issues in dance history. Topics will change from semester to semester, based on the expertise and special interest of the instructor. (E) {A} 4 credits
Offered in the Five College Dance Department

285b Laban Movement Analysis I

Laban Movement is a system used to study qualitative and quantitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre or permission of the instructor. Enrollment limited to 20. {A} 4 credits
Offered in the Five College Dance Department

287a Analysis of Rhythm from a Dancer's Perspective

The study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, elements of composition (dancers will choreograph to specific compositional forms), communication between dancer and musician, and music listening. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. {A} 4 credits
Offered in the Five College Dance Department

287b Analysis of Rhythm from a Dancer's Perspective

Same description as 287a. {A} 4 credits
Julius Robinson
 To be arranged

342b Scientific Foundations of Dance II

Lectures and readings will focus on the principles underlying dance movement with emphasis on physiological and psychological injury prevention. A continuation of discussion of different techniques and their movement implication. Topics vary. L. Prerequisite: 241 or permission of the instructor. Required of all graduate students in Dance. {A} 4 credits
Offered in the Five College Dance Department

353a Advanced Dance Composition

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or permission of the instructor. {A} 4 credits
Offered in the Five College Dance Department

353b Advanced Dance Composition

A repetition of 353a. {A} 4 credits
Offered in the Five College Dance Department

[375b The Anthropology of Dance]

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the Circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Students are exposed to values embodied in dance. Prerequisite: 272. {A} 4 credits

377a Advanced Studies in History and Aesthetics of Dance

Topic for 1996–97: Tai-Ji Quan.

{A} 4 credits

Jin-Wen Yu

T Th 8–10 a.m.

377b Advanced Studies in History and Aesthetics of Dance

Topic for 1996–97: To be announced. {A}

4 credits

Rodger Blum

To be arranged

400a Special Studies

For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

400b Special Studies

1 to 4 credits

Production Courses

200a Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production-related responsibilities, including performance, choreography and production run crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. {A}

1 credit

Rodger Blum

To be arranged

200b Dance Production

A repetition of 200a. Orientation meeting to be arranged. {A} 1 credit

Rodger Blum

To be arranged

Studio Courses

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take partial-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

[217a Contact Improvisation]

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. (E) {A} 2 credits
Offered in the Five College Dance Department

218a Floor Barre Movement Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. {A} 2 credits
Rodger Blum

T Th 9–10:20 a.m.

[249b The Mindful Body: Resources for Performing and Visual Artists]

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: one year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. To be offered in 1997–98. **{A}** 2 credits

113a Modern Dance I

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L. **{A}** 2 credits

Joyce Lim

T Th 9–10:20 a.m.

113b Modern Dance I

A repetition of 113a. **{A}** 2 credits

Section I: *To be announced*, T Th 9–10:20 a.m.

Section II: *To be announced*, T Th 9–10:20 a.m.

114a Modern Dance II

For students who have taken Modern Dance I or the equivalent. L. **{A}** 2 credits

Kitty Clark

M W 9–10:30 a.m.

114b Modern Dance II

A repetition of 114a. **{A}** 2 credits

To be announced

To be arranged

120a Ballet I

Introduction to fundamentals of classical balletic form: the understanding of correct body placement; positions of feet, head and arms; and the development of elementary habits of movement applicable to the form. L. **{A}** 2 credits

Heather Clark

T Th 3–4:30 p.m.

120b Ballet I

A repetition of 120a. **{A}** 2 credits

To be announced

To be arranged

121a Ballet II

An elaboration of the fundamentals of classical ballet introduced in Ballet I. Continued development of movement applicable to the form. L. **{A}** 2 credits

Jennifer Clagett

T Th 1–2:30 p.m.

121b Ballet II

A repetition of 121a. **{A}** 2 credits

To be announced

To be arranged

130a Jazz I

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L. **{A}** 2 credits

Kathleen Ridlon

M W 1–2:30 p.m.

130b Jazz I

A repetition of 130a. **{A}** 2 credits

To be announced

To be arranged

131a Jazz II

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Class attendance and dress code as required by individual instructor. L. **{A}** 2 credits

Heather Clark

M W 9–10:30 a.m.

131b Jazz II

An elaboration of the study of jazz dance technique with an emphasis on more extensive movement vocabulary. L. **{A}** 2 credits

To be announced

To be arranged

142a Cultural Dance Forms I

Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms that are based on the fusion of two or more cultural histories. The dance forms include social, concert, theatrical and ritual forms, e.g., Bugaku, Hula, Chinese Folk

Dance, Flamenco, etc. and also distinct fusion forms such as African-American Jazz, Danish Ballet, Brazilian Modern techniques, etc. The dance forms are framed in a cultural perspective including beginning and intermediate technique and the cultural context of the identified dance form. Enrollment limited. **{A}** 2 credits
Members of the Department

[A. West African]

B. Comparative Caribbean Dance I

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dance. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dance in studio and concert performance settings. Enrollment limited to 30. **{A}**

Yvonne Daniel

M 7–10 p.m.

[C. Cuban]

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. **{A}**

D. To Be Announced

E. Introduction to Flamenco Dance

Techniques of Flamenco dance including rhythm, footwork and handclapping, arm and body movement and understanding of Flamenco singing. Character shoes or similar footwear required; women should wear knee-length or mid-calf-length skirts. L. Open to all levels of experience. 2 credits

Clara Mora

M W 10:30 a.m.–noon

F. Javanese Dance

Instruction in the classical dance of Central Java. The course begins with the basic movement vocabulary and proceeds to the study of dance repertoires. At the end of the semester an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style. Enrollment limited to 12.

Urip Sri Maeny

W 7–10 p.m.

142b Cultural Dance Forms I

2 credits

Members of the Department

[A. West African]

B. Comparative Caribbean Dance I

A repetition of 142a. Enrollment limited to 30. **{A}**
Yvonne Daniel

M 7–10 p.m.

[C. Cuban]

A repetition of 142a. **{A}**

D. To Be Announced

E. To Be Announced

F. Javanese Dance

Instruction in the classical dance of Central Java. The course begins with the basic movement vocabulary and proceeds to the study of dance repertoires. At the end of the semester an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style. Enrollment limited to 12.

Urip Sri Maeny

W 7–10 p.m.

149a Tai Ji Quan and Performance

This course emphasizes the physical practice of Yang style Tai Ji Quan, which is the most popular style of Tai Ji Quan and is famous for its slowness and continuity. It will be taught from the perspective of performing arts, instead of martial arts, and it aims to develop the abilities of concentration,

composure and the sense of being through the cultivation of internal energy flow. Tai Ji Quan is demonstrated in a mode of both mentality and physicality. In addition to physical practice, class activities also include reading articles, writing journals and discussion. (E) {A} 2 credits

Jin-Wen Yu

To be arranged

149b Tai Ji Quan and Performance

A repetition of 149a. (E) {A} 2 credits

Jin-Wen Yu

To be arranged

215a Modern Dance III

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range and incorporating strength) and movement expressivity (phrasing, dynamics and rhythmic acuity). Prerequisite: 113a or b and a minimum of one year of modern dance study. {A} 2 credits

Jin-Wen Yu

M W 1–2:30 p.m.

215b Modern Dance III

A repetition of 215a. {A} 2 credits

Offered in the Five College Dance Department

216a Modern Dance IV

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. {A} 2 credits

Offered in the Five College Dance Department

216b Modern Dance IV

A repetition of 216a. {A} 2 credits

To be announced

M W 1–2:30 p.m.

222a Ballet III

A continued elaboration of classical ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Development of performance qualities and style. Prerequisite: 121a or b or permission of the instructor. L. {A} 2 credits

Sec. I: *Rodger Blum*

T Th 10:30 a.m.–noon

Sec. II: Emphasis on pointe work

Jennifer Clagett

M W 9–10:30 a.m.

[222b Ballet III]

A repetition of 222a. {A} 2 credits

223b Ballet IV

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L. {A} 2 credits

Rodger Blum

To be arranged

232a Jazz III

A further examination of jazz dance principles of polyrhythms, syncopation and body isolations with an emphasis on more extended movement phrases and musicality. Focus on clarity of style and presentation. Dance performance attendance and dress code as required by individual instructor. L.

{A} 2 credits

Amy Zarlengo

T Th 3–4:30 p.m.

232b Jazz III

A repetition of 232a. {A} 2 credits

To be announced

To be arranged

233b Jazz IV

Emphasis on extended movement phrases, complex musicality and development of jazz dance style. Class attendance and dress code as required by individual instructor. L. {A} 2 credits

To be announced

To be arranged

243a Cultural Dance Forms II

This course consists of a series of topics that are designed for intermediate and advanced students in a variety of cultural dance forms. At this level, course content focuses on perfection of style, integration of music and solo performance (when applicable). 2 credits

A. West African II

To be offered in the Five College Dance Department

B. Comparative Caribbean Dance II

Designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: DAN 142, Section B, Comparative Caribbean Dance I. Enrollment limited to 35. **{A}**

Yvonne Daniel

To be arranged

DAN 243b Cultural Dance Forms II

A repetition of 243a. 2 credits

Members of the Department

To be arranged

317a Modern Dance V

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. By audition/permission only. Prerequisite: 216a or b. I and P. **{A}** 2 credits

Offered in the Five College Dance Department

317b Modern Dance V

A repetition of 317a. **{A}** 2 credits

Offered in the Five College Dance Department

318b Modern Dance VI

Further refinement of dance technique and performance skills. Audition required. Prerequisite:

317a or b. I and P. **{A}** 2 credits

Offered in the Five College Dance Department

324a Ballet V

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L. By audition/permission only. **{A}** 2 credits

Rodger Blum

M W 1–2:30 p.m.

325b Ballet VI

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and

expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included.

L. By audition/permission only. **{A}** 2 credits

To be announced

To be arranged

[326b Ballet Variations]

A study of solo and group variations from the classical ballet repertory. Variations will be taught from ballets such as *The Sleeping Beauty* and *Giselle*. Students must be proficient at pointe work. L and P. (E) **{A}**

334a Jazz V

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance and dress code as required by individual instructor. L. **{A}** 2 credits

Offered in the Five College Dance Department

334b Jazz V

A repetition of 334a. **{A}** 2 credits

Offered in the Five College Dance Department

The Major

Advisers: Susan Waltnor*, Rodger Blum, Yvonne Daniel.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

Requirements:

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits) and 252
5. five courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit no more than twice.
6. Dance 400 (4 credits) must be taken in the senior year.
7. two courses from the following: 353, 377, [375], 342, 400

The Minor

Advisers: Members of the Smith College Department of Dance.

Requirements: Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171 and two studio classes (each worth two credits). The elective courses may be chosen from 241, 252, 272, [273], 285, 287, 353 and [375]. One of the elective courses may consist of one studio course plus two credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

Studio Courses: Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

- 142 Cultural Dance Forms
 - A. [West African]
 - B. Comparative Caribbean Dance
 - C. [Cuban]
 - D. To Be Announced
 - E. Introduction to Flamenco Dance
 - F. Javanese
- 243 A. West African II
 - B. Comparative Caribbean Dance II
- 113 Modern Dance I
- 114 Modern Dance II
- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI
- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV
- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II
- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V

Honors

430d Thesis

8 credits

431a Thesis

8 credits

Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

Adviser: Yvonne Daniel.

Graduate: M.F.A. Program

Adviser: Rodger Blum.

"P" indicates that permission of the instructor is required.

510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P. 4 credits

Rodger Blum

To be arranged

510b Theory and Practice of Dance IB

Studio work in dance technique. Prerequisite:

510a. P. 4 credits

Rodger Blum

To be arranged

520a Theory and Practice of Dance IIA

Studio work in dance technique. Prerequisites:

510a and b. P. 4 credits

Rodger Blum

To be arranged

520b Theory and Practice of Dance IIB

Studio work in dance technique. Prerequisites:

510a and b, 520a. P. 4 credits

Rodger Blum

To be arranged

[521a Choreography as a Creative Process]

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography.

Prerequisite: two semesters of choreography.

4 credits

540a History and Literature of Dance

Emphasis will include: in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 4 credits

Yvonne Daniel

To be arranged

553b Choreography and Music

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory and permission of instructor. 4 credits

Rodger Blum

To be arranged

590a Research and Thesis

Production project.

4 credits

590b Research and Thesis

4 credits

591a Special Studies

4 credits

591b Special Studies

4 credits

East Asian Languages and Literatures

Associate Professor

Thomas Rohlich, Ph.D.

Assistant Professors

Maki Hirano Hubbard, Ph.D., *Chair*

†Teresa Yu, Ph.D.

Christopher Lupke, Ph.D.

Sophie Volpp, Ph.D.

Lecturers

Hongchu Fu, Ph.D.

Jin-hee Kim, M.A.

Shin Watanabe, Ph.D.

Hyaewool Choi, Ph.D.

¹Sachiko Sakai, B.A.

Teaching Associate

Keiko Ueda, B.A.

Teaching Assistant

Min Pan, M.A.

Courses in brackets are expected to be offered within the next three years.

Courses in English

EAL 100b The Literary Traditions of East Asia: China, Japan and Korea

An introduction to the literatures of East Asia from pre-modern times to the modern period. We will examine mutual influences among these literatures, but also contest the notion of a monolithic East Asian culture. Special attention will be paid to issues of gender and sexuality; we will discuss such issues as the canonization of women writers, distinctions between pre-modern and modern conceptions of sexuality and the representation of the "traditional woman" in modern literature. Texts will include Murasaki Shikibu's *Tale of Genji*, Ihara Saikaku's *The Great Mirror of Male Love*, Cao Xueqin's *Dream of the Red Chamber* and Kim Man-jung's *A Nine Cloud Dream*. All readings are in English translation. {L} 4 credits
Sophie Volpp
M W F 2:40–4 p.m.

EAL 231a The Culture of the Lyric in Traditional China

This course surveys the canon of Chinese literature from the *Classic of Poetry (shi jing)* to *The Story of the Stone (Hong lou meng)*, focusing on the cultural suppositions that govern the composition and reception of Chinese poetry. Texts will include shaman's hymns, pop songs, drinking songs, ballads, philosophical ditties, praise and nature poetry and opera librettos. We will investigate the intellectual milieu in which poetry circulated, considering such issues as the relation between poetry and autobiography, the interest of elites in collecting popular song and the development of feminine voices both simulated and genuine. No knowledge of Chinese language or literature is required. All readings are in English translation. (E) {L} 4 credits

Sophie Volpp

T Th 1–2:50 p.m.

EAL 232b Modern Chinese Literature

Twentieth-century China has undergone profound social, cultural and political changes that have challenged centuries of Confucian tradition and institutions. In this course we will explore issues such as the critique of this tradition, the influence

of Western values, the construction of gender and the relationship between the educated elite and the peasantry. Readings include selections from the late Qing Dynasty to the present, covering works of the May Fourth Era, the Maoist period, writings from Taiwan and contemporary literature of the PRC. All readings are in English translation. **{L}** 4 credits

Christopher Lupke

M W F 2:40–4 p.m.

[EAL 233a The Chinese Literary Tradition: From Early Times to the T'ang]

A survey of Chinese literature from its beginnings to the end of the T'ang dynasty. The values of Chinese literary civilization, the role of the Confucian classics, developments in lyric poetry, rhapsody, fiction as well as other prose genres and literary criticism will be examined through a study of representative works. **{L}** 4 credits

[EAL 234b The Chinese Literary Tradition: Tang to the Ch'ing]

This course examines some of the most influential and widely circulated texts of late-imperial China. Topics include the elite fascination with passion, obsession and the "strange"; the construction of a canon that included women's writing and popular literature; pre-modern Chinese conceptions of gender and sexual orientation; and the particular relation between literary and historical texts in the Chinese literary tradition. We will engage in a comparative analysis of the differences between Chinese and Western conceptions of fiction, drama and lyric. **{L}** 4 credits

EAL 240b Japanese Language and Culture

The study of Japanese at the sociocultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. All readings are in English translation. **{S}** 4 credits

Maki Hubbard

T Th 1–2:50 p.m.

EAL 241a Classical Japanese Literature

A survey in translation of Japanese literature from

the earliest times up to the 19th century. Readings will come from representative texts of poetry, prose and drama, including such works as *The Tale of Genji*, prose essays by Buddhist monks, *waka* poetry of the court, the *bunraku* puppet theatre and other enduring works of the Japanese literary tradition. In addition to examining the structure and development of specific works and genre, lectures and discussions will focus on the sociocultural contexts and values the works represent. All readings are in English translation. **{L}** 4 credits

Thomas Roblich

T Th 3–4:50 p.m.

EAL 242b Modern Japanese Literature

Selected readings in translation of Japanese literature from the Meiji period to the present. In the past 125 years Japan has undergone tremendous change: rapid industrialization, imperialistic (mis)adventures, defeat and ruin during the Great Pacific War, and rapid resurgence as an economic power. The literature of modern Japan gives voice to the many contradictions and conflicts that are concomitant with these changes. We will read a wide selection of works by a variety of authors (Natsume Soseki, Higuchi Ichiyo, Tanizaki, Kawabata, Mishima, Oe, a wide selection of women writers, and others), examining both the formal characteristics of the texts and the ways in which they reflect the lives and times of the authors. All readings are in English translation. **{L}** 4 credits

Thomas Roblich

T Th 10:30–11:50 a.m.

EAL 251a Modern Korean Literature

Introduces 10 Korean women writers of the 20th century, representing the three historical periods of the Japanese Occupation, the Post-war Era and the Economic Recovery. Examines various thematic concerns explored by female writers. Investigates the dynamics of interpersonal relationships—romance, marriage, family, friendship, etc.—along with the changes in political, economic and social structures. All readings are in English translation. **{L}** 4 credits

Jin-bee Kim

T Th 1–2:30 p.m.

EAL 261b Major Themes In Literature: East-West Perspectives

This course introduces Korean literature through East-West perspectives. This year emphasis will be placed on two of the most commonly evoked human experiences: Love and Death. Korean texts by Hwang Sun-won, O Chong-hui, Chu yo-han and Kim Tong-Ni will be examined along with texts selected from across national and cultural boundaries, including Goethe, Thomas Mann, Verline Houston, James Joyce and Mishima. Close examination of differences and similarities in the conception and representation of love and death. All readings are in English translation. **{L}** 4 credits

Jinbee Kim

T Th 1–2:30 p.m.

EAL 360a Seminar: Topics on East Asian Literatures

Topic for fall 1996–97: Tragedy/Tragic Drama in Chinese Literature. Designed to re-open (not resolve) the ongoing controversial issue of whether or not there is tragedy in Chinese literature. This course will examine the concepts of tragedy as a literary genre in the West with its different phases and the aptness in its application to Chinese drama. Primary texts from Chinese dramatic repertoire of the Yuan, Ming and Qing dynasties (1271–1911) as well as the early modern period are selected to provide a basis for discussion, with a view to helping form a critical sense of appreciating Chinese drama. Knowledge of Chinese language or literature is helpful but not required. All readings are in English translation. **(E) {L}** 4 credits

Hongchu Fu

M W 1:10–2:30 p.m.

EAL 360b Seminar: Topics on East Asian Literatures

Topic for spring 1996–97: *The Tale of Genji* and Its Legacy. The seminar will begin with a reading and study of *The Tale of Genji*, one of the greatest works of Japanese literature. We will look at the cultural and societal milieu of the author, as well as the textual features that mark it as an icon of Japanese culture today. In the second part of the course we will look at ways in which the *Genji* is (re)presented in later texts—Noh plays, Edo parodies and modern short stories and novels—as a way of examining both the question of influ-

ence and the role that the *Genji* plays in the literature of later generations. All readings are in English translation. **{L}** 4 credits

Thomas Roblicek

Th 3–4:50 p.m.

East Asian Language Courses

Credit is not granted for the first semester only of an introductory language course. The S/U option is not normally allowed for the 110d, 120d and 220d courses.

Chinese Language

CHI 110d Chinese I (Intensive)

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters. This course is designed for students with no background in Chinese. Enrollment limited to 12 in each section. **{F}** 12 credits

Sophie Volpp, Hongchu Fu

Sec. I: M W F 9–9:50 a.m., T Th 9–10:20 a.m.

Sec. II: M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

CHI 220d Chinese II

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audiovisual materials. Prerequisite: 110d. **{F}** 8 credits

Fall: *Christopher Lupke*, M W F 11 a.m.–12:10 p.m.

Spring: *To be announced*, M W F 11 a.m.–12:10 p.m.

CHI 301a Chinese III

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials, supplemented by audiovisual materials. Prerequisite: 220d or the equivalent. **{F}** 4 credits

Christopher Lupke

M W F 1:10–2:20 p.m.

CHI 302b Chinese III

A continuation of 301a. Includes introduction to newspaper Chinese and expository composition.

Prerequisite: 301a. **{F}** 4 credits

To be announced

M W 1:10–2:20 p.m.

CHI 350b Advanced Readings in Chinese Literature

This course focuses on advanced readings in modern Chinese literature for students who have completed the equivalent of three years of Chinese language study. Assignments will include writing essays in Chinese, quizzes, discussion on the stories, and examinations, both oral and written. Class discussion will be primarily in Chinese. The course is designed to cultivate skills in reading comprehension and to facilitate an understanding of the language beyond textbook Chinese. Prerequisite: CHI 302b or the equivalent. **{L/F}** 4 credits

Hongchu Fu

M W 1:10–2:30 p.m.

Japanese Language**JPN 110d Japanese I (Intensive)**

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, three writing systems, including 500 Kanji. Designed for students with no background in Japanese. **{F}** 12 credits

Fall: *Maki Hubbard*, Spring: *Shin Watanabe*

Section I: M 9–9:50 a.m., T Th 9–10:20 a.m.

Section II: M 10–10:50 a.m., T Th 10:30–11:50 a.m.

Drills (Enrollment limited to 12 per section): Sec.

1: W F 9–9:50 a.m.; Sec. 2: W F 10–10:50 a.m.;

Sec. 3: W F 11–11:50 a.m.

JPN 220d Japanese II

Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. Enrollment limited to 13 per section. **{F}** 8 credits

Fall Section I: *Shin Watanabe*, M W F 11 a.m.–12:10 p.m.

Fall Section II: *Sachiko Sakai*, M W F 1:10–2:20 p.m.
Spring: *To be announced*; To be arranged

JPN 301a Japanese III

Development of advanced proficiency in speech and reading through study of varied prose pieces and audiovisual materials. Prerequisite: 220d or the equivalent. **{F}** 4 credits

Shin Watanabe

M W F 1:10–2:20 p.m.

JPN 302b Japanese III

A continuation of 301a. Prerequisite: 301a or the equivalent. **{F}** 4 credits

Shin Watanabe

M W F 1:10–2:20 p.m.

JPN 350a Contemporary Texts

Study of selected contemporary texts from a variety of forms: literature, film, newspaper and magazine articles, etc. Focus will be on developing reading and discussion skills using original materials and on understanding various aspects of modern Japan through its contemporary texts. Class and discussions are conducted in Japanese. Prerequisite: JPN 302 or permission of the instructor. **{F}** 4 credits

Thomas Roblich

T Th 10:30–11:50 a.m.

Korean Language**KOR 110d Korean I (Intensive)**

An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This course is designed for students with little or no background in Korean. Enrollment limited to 15. **{F}** 12 credits

Jin-bee Kim

M W F 9–9:50 a.m., T Th 9–10:20 a.m.

KOR 120d Low Intermediate Korean I

This course is an alternative for KOR 110d designed for students with some Korean language background whose proficiency is not yet at the level of KOR 220d. Emphases are placed on reading and writing skills and review of basic grammar. Permission of the instructor required. **{F}** 8 credits

Hyaeweol Choi

M W F 9–9:50 a.m., Th 8–8:50 a.m.

KOR 220d Korean II

A continuation of KOR 110d. The course places equal emphasis on oral proficiency, grammar and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are introduced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. {F} 8 credits

Hyaewool Choi

M W F 11 a.m.–12:10 p.m.

KOR 301a Korean III

Continued development of reading, writing and grammatical skills through prose selections presented in Korean letters and in mixed script (Hangûl orthography and Chinese characters). Prerequisite: 220d or the equivalent. {F} 4 credits

Hyaewool Choi

M W F 1:10–2:20 p.m.

KOR 302b Korean III

A continuation of 301a. Prerequisite: 301a or the equivalent. {F} 4 credits

Hyaewool Choi

M W F 1:10–2:20 p.m.

EAL 400a Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature.

2 to 4 credits

EAL 400b Special Studies

2 to 4 credits

The Minor

Advisers: Members of the Department.

The course requirements are designed so that a student will concentrate on one of the East Asian languages but will have the option of being exposed to the other courses in the department.

Requirements: The first year of Chinese (CHI 110d), Japanese (JPN 110d) or Korean (KOR 110d or KOR 120d) is a prerequisite for admission. The minor will consist of a total of six courses (24 credits) in the following distribution:

1. Chinese II (CHI 220d), Japanese II (JPN 220d) or Korean II (KOR 220d).

2. Four courses, at least two of which must be East Asian Languages and Literatures courses, chosen from the following:

EAL 100b	The Literary Traditions of East Asia: China, Japan and Korea
EAL 231a	The Culture of the Lyric in Traditional China
[EAL 233a	The Chinese Literary Tradition: From Early Times to the T'ang]
[EAL 234b	The Chinese Literary Tradition: Tang to the Ch'ing]
EAL 232b	Modern Chinese Literature
EAL 240b	Japanese Language and Culture
EAL 241a	Classical Japanese Literature
EAL 242b	Modern Japanese Literature
EAL 251a	Modern Korean Literature
EAL 261b	Major Themes in Literature: East-West Perspectives
EAL 360a	Seminar: Topics in East Asian Literatures: Tragedy/Tragic Drama in Chinese Literature
EAL 360b	Seminar: Topics in East Asian Literatures: <i>The Tale of Genji</i> and Its Legacy
EAL 400a/b	Special Studies
[CLT 208b	Postcolonial Theory, Film and Literature]
[CLT 260a	Modern Japanese Novels and the West]
CHI 301a	Chinese III
CHI 302b	Chinese III (a continuation of 301a)
CHI 350b	Advanced Readings in Chinese Literature
JPN 301a	Japanese III
JPN 302b	Japanese III (a continuation of 301a)
JPN 350a	Contemporary Texts
KOR 301a	Korean III
KOR 302b	Korean III (a continuation of 301a)

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

East Asian Studies

East Asian Studies Advisory Committee

Daniel K. Gardner, Professor of History

Marylin Rhie, Professor of Art and of East Asian Studies

†Taitetsu Unno, Professor of Religion and of East Asian Studies

Dennis Yasutomo, Professor of Government,
Director of the Program in East Asian Studies

Maki Hirano Hubbard, Assistant Professor of East Asian Languages and Literatures

Participating Faculty

Hyaewool Choi, Lecturer in East Asian Languages and Literatures

Robert Eskildsen, Assistant Professor of History
Hongchu Fu, Lecturer in East Asian Languages and Literatures

Steven M. Goldstein, Professor of Government
Jamie Hubbard, Yehan Numata Lecturer in Buddhist Studies

Jinhee Kim, Lecturer in East Asian Languages and Literatures

Christopher Lupke, Assistant Professor of East Asian Languages and Literatures

Thomas Rohlich, Associate Professor of East Asian Languages and Literatures

Sophie Volpp, Assistant Professor of East Asian Languages and Literatures

Shin Watanabe, Lecturer in East Asian Languages and Literatures

HST 218a (C) Thought and Art in China

Topic for 1996–97: Confucian Thought and Art of China and Korea. Attention will be given to a comparison of the philosophic expression of Confucianism in China and Korea and to analysis of related works of art, primarily painting and architecture. The focus will be on texts and art from the 6th century B.C. to the Ming dynasty (1368–1644) in China and from the Yi Dynasty [Choson Period] (1392–1910) in Korea. No prerequisites. {H/A} 4 credits

Daniel Gardner, Marylin Rhie (Art and East Asian Studies)

T 1–4 p.m.

HST 220a (L) Japan from Ancient Times to the 18th Century

Japanese history from its prehistoric beginnings to the Tokugawa period (1600–1868), focusing on political, social and cultural dimensions of society. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. {H} 4 credits

Robert Eskildsen

M W F 10–10:50 a.m.

HST 221b (L) Modern Japan

A survey of 19th- and 20-century Japanese history. Topics include social and economic change in the late Tokugawa period (1800–1868), the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, the birth of mass culture, world war, postwar recovery and contemporary challenges. {H} 4 credits

Robert Eskildsen

M W F 10–10:50 a.m.

HST 222a (L) Aspects of Japanese History

Topic for 1996–97: Tokugawa Society. An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art and Tokugawa thought. {H} 4 credits

Robert Eskildsen

M W 1:10–2:30 p.m.

GOV 228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **{S}** 4 credits

Dennis Yasutomo

T Th 9–10:20 a.m.

[250b Contemporary Japan]

An introduction to and analysis of Japanese culture and society in the 20th century. While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post–World War II society, culture and political economy. **{S}** 4 credits

Dennis Yasutomo

[270b Colloquium in East Asian Studies]

{A/H} 4 credits

Marylin Rbie

[REL 273a Colloquium in East Asian Religions]

Topic: Japanese Religion. The development of Japanese religious traditions from their inception to the present day, their relationship to the state, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). **{H}**

4 credits

Jamie Hubbard

275b Colloquium: Japan–United States Relations

Analysis of political, economic, cultural and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. Enrollment limited to 20. **{S}**

4 credits

Dennis Yasutomo

T Th 9–10:20 a.m.

[279b Colloquium: The Art and Culture of Tibet]

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh cen-

tury) through the rule of the Dalai Lamas to the present. **{A/H}** 4 credits

Marylin Rbie

HST 291b (C) Colloquia in Comparative History

4 credits

A. The 19th-Century Crisis in East Asia

Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. **{H}**

Robert Eskildsen

M W 1:10–2:30 p.m.

GOV 348a Seminar in International Politics

Topic for 1996–97: Conflict and Cooperation in Asia. Permission of the instructor required.

4 credits

Dennis Yasutomo

T 1–2:50 p.m.

GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan

Permission of the instructor is required.

4 credits

Dennis Yasutomo

T 1–2:50 p.m.

380b Seminar in East Asian Studies

Topic for 1996–97: The Art of Central Asia. Study of the art from the oasis centers of the Silk Road from the first to 12th centuries. **{H/A}** 4 credits

Marylin Rbie

T 1–2:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Advisers: Daniel K. Gardner, Maki Hirano Hubbard, Jinhee Kim, Christopher Lupke, Marylin M. Rhie, Taitetsu Unno, Dennis Yasutomo.

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese or Japanese language (CHI 110d or JPN 110d) is a pre-requisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese or Japanese language (CHI 220d or JPN 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
 - I. East Asian art, literature, religion or other humanities;
 - II. East Asian history, government, economics or other social sciences.

Division I

[ART 207b	The Art of China]
[ART 208b	The Art of Japan]
[ART 375b	Studies in Asian Art]
EAL 100b	The Literary Tradition of East Asia: China, Japan and Korea
EAL 231a	The Culture of the Lyric in Traditional China
EAL 232b	Modern Chinese Literature
[EAL 233a	The Chinese Literary Tradition: From Early Times to the T'ang]
[EAL 234b	The Chinese Literary Tradition: T'ang to the Ch'ing]
EAL 261b	Major Themes in Literature: East-West Perspectives
EAL 240b	Japanese Language and Culture

EAL 241a	Classical Japanese Literature
EAL 242b	Modern Japanese Literature
EAL 251a	Modern Korean Literature
EAL 360a	Seminar on East Asian Literatures: Tragedy/Tragic Drama in Chinese Literature
EAL 360b	Seminar on East Asian Literature: 17th-Century Japanese Tales
[EAS 270b	Colloquium in East Asian Studies]
[EAS 279b	The Art and Culture of Tibet]
EAS 380b	Seminar in East Asian Art: The Art of Central Asia
HST 218a	Thought and Art in China: Confucian Thought and Art in China and Korea
[REL 110b	Poetry as Contemplation (Section A)]
REL 110b	Politics of Enlightenment (Section E)
REL 272a	Introduction to Buddhist Thought
[REL 273a	Colloquium in East Asian Religions: Japanese Religion]
[REL 279b	Colloquium in Buddhist Studies]
[REL 282b	Readings in Chinese Buddhist Texts]
[REL 372b	Problems in Buddhist Philosophy]

Division II

[EAS 250b	Contemporary Japan]
EAS 275b	Colloquium: Japan—United States Relations
[EAS 279b	The Art and Culture of Tibet]
GOV 228a	The Government and Politics of Japan
GOV 230b	The Government and Politics of China
GOV 344a	Seminar on Foreign Policy of the Chinese People's Republic
GOV 348a	Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349b	Seminar in International Relations and Comparative Politics
GOV 351b	Seminar in Comparative Government and International Relations: Foreign Policy of Japan
[HST 211a	The Emergence of China]
[HST 212b	China in Transformation, A.D. 700–1900]
HST 213b	Aspects of Chinese and Japanese History: Elite Culture in China: The Arts and Letters of the Literati

- [HST 214b Aspects of Chinese History: Religion in China]
- HST 218a Thought and Art in China: Confucian Thought and Art in China and Korea
- HST 220a Japan From Ancient Times to the 18th Century
- HST 221b Modern Japan
- HST 222a Aspects of Japanese History: Tokugawa Society
- HST 291b Colloquia in Comparative History: The 19th-Century Crisis in East Asia
- [HST 317a Topics in Chinese History]

Additionally, there are opportunities available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

Economics

Professors

Robert T. Averitt, Ph.D.

**Frederick Leonard, Ph.D.

Mark Aldrich, Ph.D.

Cynthia Taft Morris, Ph.D.

Andrew Zimbalist, Ph.D.

Randall Bartlett, Ph.D.

**Robert Buchele, Ph.D.

Roger T. Kaufman, Ph.D.

Karen Pfeifer, Ph.D., *Chair*

Associate Professors

Charles P. Staelin, Ph.D.

Thomas A. Riddell, Ph.D.

**Nola Reinhardt, Ph.D.

†Elizabeth Savoca, Ph.D.

Deborah Haas-Wilson, Ph.D.

Mahnaz Mahdavi, Ph.D.

Assistant Professor

Cynthia Browning, Ph.D.

Instructor

James Miller, M.A., J.D.

Laboratory Instructor

Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 227 and 280 as well as MTH 111, 112, 211, 212, 225 and 243.

General Courses

123b Cheaper By the Dozen: 12 Economic Ideas for the Nineties

The main objective of this course is to educate the concerned citizen-student in essential economic concepts, using lay English and a modicum of mathematics, by applying them to some of the pressing issues of our day, such as the healthcare and welfare controversies, environmental degradation, income distribution and poverty, and the fiscal deficit, national debt and balanced-budget debates. The course may not be counted toward the major or minor in economics. Open only to

junior and senior non-economics majors. Enrollment limited to 25. (E) {S} 4 credits

Karen Pfeifer

M W F 1:10–2:30 p.m.

150a Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, deregulation and poverty. {S} 4 credits

Sec. 1: M W F 9–9:50 a.m., *Robert Averitt*

Sec. 2: M W F 10–10:50 a.m., *Deborah Haas-Wilson*

Sec. 3: M W F 11–11:50 a.m., *Deborah Haas-Wilson*

Sec. 4: M W F 1:10–2 p.m., *Mark Aldrich*

Sec. 5 T Th 1–2:20 p.m., *James Miller*

150b Introductory Microeconomics

A repetition of 150a. {S} 4 credits

Sec. 1: M W F 9–9:50 a.m., *Robert Averitt*

Sec. 2: T Th 9–10:20 a.m., *Charles Staelin*

Sec. 3: T Th 10:30–11:50 a.m., *Charles Staelin*

Sec. 4: T Th 1–2:20 p.m., *Mark Aldrich*

153a Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short- and long-run effects of continued budget deficits, the determinants of economic growth, the causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits

Sec. 1: M W F 10–10:50 a.m., *Cynthia Browning*

Sec. 2: M W F 11–11:50 a.m., *Andrew Zimbalist*

Sec. 3: M W F 1:10–2:30 p.m., *Andrew Zimbalist*

Sec. 4: T Th 9–10:20 a.m., *Mabnaz Mabdari*

Sec. 5: T Th 1–2:20 p.m., *Frederick Leonard*

153b Introductory Macroeconomics

A repetition of 153a. **{S}** 4 credits

Sec. 1: M W F 9–9:50 a.m., *Randall Bartlett*

Sec. 2: M W F 10–10:50 a.m., *Cynthia Browning*

Sec. 3: M W F 11–11:50 a.m., *Cynthia Browning*

Sec. 4: M W F 1:10–2 p.m., *Randall Bartlett*

Sec. 5: T Th 9–10:20 a.m., *Andrew Zimbalist*

190a Introduction to Statistics for Economists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of microcomputers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended. **{S/M}** 4 credits

Robert Buchele, Molly Robinson (Social Sciences)

Lec. T Th 10:30–11:50 a.m.; lab T 1–2:50 p.m.;

T 3–4:50 p.m.; W To be arranged

190b Introduction to Statistics for Economists

A repetition of 190a. **{S/M}** 4 credits

Andrew Zimbalist, Molly Robinson (Social Sciences)

Lec. T Th 9–10:20 a.m.; lab T 1–2:50 p.m.;

T 3–4:50 p.m.; W 1:10–2:30 p.m.

227a Mathematical Economics

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, ECO 253, and 250 or permission of the instructor. **{S/M}** 4 credits

Roger Kaufman

M W F 11 a.m.–12:10 p.m.

[329b The Design of Models in Economic Analysis]

A study of the construction, use and evaluation of economic models, both abstract and empirically based. Topics will cover the range of concerns addressed by computational economics: macroeconomic simulation, market simulation, transportation problems, public policy analysis in such areas as environmental protection, health care and urban decay, the limits to growth, and the study of complex systems. The emphasis is on “hands on” modeling using the computer, although no prior programming experience is required. Prerequisites: 250, 253, 190 and MTH 111, or permission of the instructor. **{S/M}** 4 credits

Economic Theory

250a Intermediate Microeconomics

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy and of federal and state policies which influence market choices. Prerequisite: 150. **{S}** 4 credits

Charles Staelin

Lec. M W 1:10–2:30 p.m.; dis. M 2:40–3:30 p.m.;

T 1–2:20 p.m.; W 9–9:50 a.m.

250b Intermediate Microeconomics

A repetition of 250a. **{S}** 4 credits

James Miller

Lec. M W 1:10–2:30 p.m.; dis. T 10:30–11:20

a.m.; T 3–3:50 p.m.; W 10–10:50 a.m.

253a Intermediate Macroeconomics

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. **{S}** 4 credits

Frederick Leonard

Lec. T Th 10:30–11:50 a.m.; dis. W 11–11:50 a.m.; W 1:10–2 p.m.; W 2:40–3:30 p.m.

253b Intermediate Macroeconomics

A repetition of 253a. **{S}** 4 credits

Roger Kaufman

Lec. M W F 11 a.m.–12:10 p.m.; dis. W 2:40–3:30 p.m.; F 10–10:50 a.m.; F 1:10–2 p.m.

256a Marxian Political Economy

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. **{S}** 4 credits

Karen Pfeifer

T Th 10:30–11:50 a.m.

270b History of Economic Thought

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. **{H/S}** 4 credits

Robert Averitt

M W F 11–11:50 a.m.

280a Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153 and 190 and MTH 111. **{S/M}** 4 credits

Robert Buchele

Lec. T Th 9–10:20 a.m.; lab W 1:10–2:30 p.m.

321a Seminar: Economics of Organizations

Exploration of the relationships between markets and organizations, including but not limited to

business firms. Elements of organization structure as cost minimizing devices. Economic analysis of organizational problems: acquisition and effective use of information, internal and external contracting, motivation and coordination of effort. Evolution of organizations and impacts on efficiency. Prerequisite: 250. Offered in alternate years. **{S}** 4 credits

Randall Bartlett

Th 3–4:50 p.m.

327a Seminar: Economic Theory

Topic for 1996–97: Evolutionary Economics. An exploration of evolutionary analyses of economic behavior. The evolutionary approach addresses dynamic processes involving time, uncertainty, innovation and structural change that cannot easily be analyzed within the orthodox equilibrium model. Topics will include problems in microeconomic behavior, market competition and macroeconomics, such as the production of consumer tastes, technological innovation, institutional change, business cycles and growth. Prerequisite: 250 or 253. **{S}** 4 credits

Cynthia Browning

M 7:30–9:30 p.m.

[333a Seminar: Free Market Economics]

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. **{S}** 4 credits

The American Economy

222a Women's Labor and the Economy

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150

and 190. {S} 4 credits

Mark Aldrich

M W F 9–9:50 a.m.

224b Environmental Economics

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. {S} 4 credits

Mark Aldrich

T Th 9–10:20 a.m.

[225a Political Economic Analysis]

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200. {S} 4 credits

230b Urban Economics

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty and financing local government. Prerequisites: 150 and 153. {S} 4 credits

Randall Bartlett

M W F 11 a.m.–12:10 p.m.

245b Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager and the methods of analysis employed by them are emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. {S} 4 credits

Mahnaz Mahdavi

M W 1:10–2:30 p.m.

[257a Growth and Crisis in the U.S. Economy]

Alternative theories of the dynamics of accumulation, the business cycle, and structural crisis and

change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neoclassical, liberal, post-Keynesian and neo-Marxian perspectives, with focus on determinants of unemployment, price inflation and structural change from 1970 to the present. Prerequisites: 150 and 153. {S} 4 credits

275a Money and Banking

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. {S} 4 credits

Robert Averitt

M W F 11–11:50 a.m.

[285b American Economic History: 1870–1990]

Major topics include the economic results of Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post–World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. To be offered in 1997–98. {H/S} 4 credits

[314b Industrial Organization]

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures and antitrust law. Prerequisite: 250. {S} 4 credits

[315b Seminar: The Economics of Regulation]

Current problems in government regulation of business. Traditional regulation and the more recent “social regulation.” Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250. {S} 4 credits

317a Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. We will be studying cases frequently assigned in first-year law school classes. Grades will be based upon a midterm, final and several problem sets. Prerequisite: 250. **{S}** 4 credits

James Miller

T Th 9–10:20 a.m.

331a Seminar: The Economics of Professional Sports

This seminar will explore the economics of professional sports in the United States. Issues of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. **{S}** 4 credits

Andrew Zimbalist

W 7:30–9:30 p.m.

International and Comparative Economics

202b The Political Economy of World Geography

Is the world's population growing too fast for its resource base? What are the economic dimensions of global environmental degradation? Are there efficient solutions to the problems of deforestation, the buildup of toxic wastes, the depletion of the ozone layer, and global warming? Can cultural identities survive the onslaught of economic development? This course will focus on developing a basic understanding of world geography, global interdependence and the political economy of the world system for responsible citizenship in the 21st century. Prerequisite: 150 or 153 or permission of the instructor. **{S}** 4 credits

Cynthia Browning

M W 1:10–2:30 p.m.

205b International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the

theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. **{S}** 4 credits

Charles Staelin

T Th 1–2:20 p.m.

206a International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **{S}** 4 credits

Mahnaz Mabdavi

T Th 1–2:20 p.m.

208a European Economic Development

Covers the industrial revolutions of northwestern Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and contemporary international capitalism (expansion and depression, world wars and recovery). Prerequisites: 150 and 153 or permission of the instructor. **{H/S}** 4 credits

Cynthia Taft Morris

M W 2:40–4 p.m.

209b Comparative Economic Systems

Survey of leading types of economic systems, focusing on contrasting roles of private and government sectors. Evaluation of comparative economic performance stressing distributional equity as well as allocative efficiency and economic growth. The roles of political and social influences stressed throughout the course. Analysis of Eastern Europe's difficulties in introducing capitalism, many rooted in their history, analyzed and contrasted with Chinese experience and the experience of selected other Asian and Latin American countries: discussion of stabilization, price liberalization and privatization policies. Appraisal of mixed capitalist economies, particularly Sweden.

Dynamic characteristics of advanced capitalist economies with emphasis on the United States, compared with models of capitalism of Marx, Polanyi, Schumpeter and Heilbroner. Prerequisites: 150 and 153. {S} 4 credits

Cynthia Taft Morris and Karen Pfeifer

M W 2:40–4 p.m.

211a Economic Development

An overview of major economic issues in the Third World (Asia, Latin America, Africa and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. Recommended: 250. {S} 4 credits

Nola Reinhardt

M W 1:10–2:30 p.m.

[213b The World Food System]

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. {S} 4 credits

[214b Economies of the Middle East and North Africa]

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. {S} 4 credits

[220b Comparative Industrial Relations and Economic Performance]

Comparative analysis of productivity and wage

growth, employment and unemployment performance and standard of living of the G-7 countries. The impact of industrial relations on economic performance. Implications for public policy. Prerequisites: 150, 153 and 190. {S} 4 credits

[305a Seminar: International Economics]

Prerequisites: 205 and 250. {S} 4 credits

306b International Financial Markets

The 1990s is proving to be the decade of international finance and the globalization of financial markets. Some selected topics that illuminate this new integrated world of international financial markets are: foreign exchange systems and markets, international securities, international investment and portfolio management. Prerequisites: 206, 245, 190. Recommended: 280. {S} 4 credits

Mahnaz Mahdavi

T 3–4:50 p.m.

309a Seminar: Topics in Comparative Economic Systems

Topic for 1996–97: Transitions to Capitalism in Eastern Europe. Theoretical approaches to transitions to capitalist economic growth; specific attitudinal and legal-political barriers to the establishment of capitalist market systems; key institutions and policies likely to contribute to raising living standards widely within two or three decades; and the critical role of local and regional as well as central government in successful capitalist transitions. The course will be a training workshop for the preparation of a 30-page research paper on which students will work throughout the semester. Prerequisites: 250 or 253. {S} 4 credits

Cynthia Taft Morris

T 3–4:50 p.m.

310b Seminar: Comparative Labor Economics

In comparison with workers in other industrial economies, Japanese workers allegedly have greater job security, less job mobility, more extensive job training, weaker labor unions and wages that are linked more closely to seniority than job performance. Female workers also allegedly encounter more discrimination in Japan than elsewhere. We shall examine the economic theories that explain these differences and the extent to which they are true. Finally, we shall assess their

contributions to Japan's remarkable economic growth. Prerequisites: 250 and 190 or the equivalent. (E) {S} 4 credits

Roger Kaufman

M W 1:10–2:30 p.m.

311a Seminar: Topics in Economic Development

Topic for 1996–97: Miracle Economies? Economic Development in East Asia. In recent decades, many East Asian economies have “taken off.” This seminar will explore the nature of these “miracle economies.” Has economic growth been coupled with equity? Has the quality of life improved for the majority of people? What are the roots of the high growth rates and are they sustainable? Topics include development and growth strategies, industrial policies, industrial relations and business organization. Prerequisites: 211, and 250 or 253. {S} 4 credits

Nola Reinhardt

Th 3–4:50 p.m.

[318b Seminar: Latin American Economics]

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. {S} 4 credits

404a Special Studies

Admission by permission of the department; normally for majors who have had four semester courses in economics above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission by permission of the department; normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's “Handbook for Prospective Majors.” 8 credits

The Major

Advisers: Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Nola Reinhardt.

Basis: 150 and 153.

Requirements: 10 semester courses including the basis, 190, 250, 253, and one 300-level course (or honors thesis).

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

Honors

Director: Mahnaz Mahdavi.

Basis: 150 and 153.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: 10 semester courses including the basis, 190, 250, 253 and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

Education and Child Study

Professors

**Seymour William Itzkoff, Ed.D.
 †Raymond A. Ducharme, Jr., Ed.D.
 Alan L. Marvelli, Ed.D.
 Sue J. M. Freeman, Ph.D.
 Alan N. Rudnitsky, Ph.D., *Chair*

Associate Professor

Rosetta Marantz Cohen, Ed.D.

Lecturers

Cathy Hofer Reid, Ph.D.
 Janice Gatty, Ed.D.
¹Cathy Weisman Topal, M.A.T.

¹Kerry Buckley, Ph.D.
¹Lawrence A. Fink, Ed.D.
 Francis L. Gougeon, Ed.M.
 Jeffrey Korostoff, Ed.D.
 Gordon L. Noseworthy, Ed.D.
 Bruce E. Willard, Ed.D.

Teaching Fellows

Lisa M. Harrity, A.B.
 Elisabeth Grams Haxby, B.A., B.S.
 Melissa B. London, A.B.
 Amy B. Meltzer, B.A.
 Grace J. Parent, B.A.
 Julie R. Robinson, A.B.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools are urged to consult the department as early as possible during their college career.

340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to senior majors. {S} 4 credits

Lawrence Fink

M 3–5 p.m.

Historical and Philosophical Foundations

[110a Change and Challenge in American Education]

Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. {S} 4 credits

[120b Education and the Liberal Arts]

History of the development of the concept of a liberal arts education. {S} 4 credits

[221a Classical Education]

Study of the educational ideas of the Greeks: The Socratic dialogues of Plato; *Republic*; Aristotle on politics and education. To be offered in 1997–98. {S} 4 credits

[222b Modern Educational Classics]

The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey and others in the modern tradition in schooling and society. To be offered in 1997–98. {S} 4 credits

236a American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. {S} 4 credits

Rosetta Marantz Cohen

T Th 1–2:20 p.m.

[336b Seminar in American Education]

To be offered in 1997–98. {S} 4 credits

100b The American Teacher

This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives and to understand the roots of its status as "special, but shadowed." Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960s and recent attempts to elevate the teacher's professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher and ethnographies of classroom life. (E) 4 credits
Rosetta Marantz Cohen
 T Th 10:30–11:50 a.m.

552a Perspectives on American Education

Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits
To be announced
 W 7–9 p.m.

Sociological and Cultural Foundations

200a Education in the City

Education problems of the inner city considered in the context of schools, teachers, students and community. {S} 4 credits
To be announced
 M W 2:40–4 p.m.

232b Foundations of Secondary Education

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students. {S} 4 credits
To be announced
 T Th 11 a.m.–12:10 p.m.

234a Modern Problems of Education

Topic for 1996–97: The Contemporary Crisis in Education: The Public Schools and Alternatives. {S} 4 credits
Seymour Itzkoff
 M W 1:10–2:30 p.m.

237b Comparative Education

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. {S} 4 credits
To be announced
 M 7–9:30 p.m.

[323b Seminar in Humanism and Education]

To be offered in 1997–98. {S} 4 credits
Sue Freeman

[337a Seminar: Literacy in Cross-Cultural Perspective]

The nature of literacy and its significance for both societies and individuals: key topics include cultural variations in its forms and uses, the processes and institutions by which it is transmitted across generations, and its role in development and education. This comparative and sociocultural approach will be used to address current debates over such issues as the cognitive consequences of literacy, the determinants of success and failure in acquiring it, and its relationship to patterns of power and inequality in contemporary society. Prerequisite: 235 or permission of the instructor. To be offered in 1997–98. {S} 4 credits

[341b The Child in Modern Society]

Examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. To illuminate important current issues, some attention will be paid to cross-cultural comparisons and to the historical development of modern childhood. Prerequisite: 235 or permission of the instructor. {S} 4 credits

Learners and the Learning Process

235a Child and Adolescent Growth and Development

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed obser-

variations in a variety of child-care and educational settings. **{S}** 4 credits

Janice Gatty

T Th 10:30–11:50 a.m.

235b Child and Adolescent Growth and Development

A repetition of 235a. **{S}** 4 credits

Janice Gatty

M W F 11 a.m.–12:10 p.m.

238a Educational Psychology

The application of psychological principles of development, motivation and learning to contemporary educational problems. **{S}** 4 credits

Preston Britner

T Th 9–10:20 a.m.

239a Counseling Theory and Education

Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits

Sue Freeman

T Th 10:30–11:50 a.m.

[248a Special Education]

A study of current ideas and trends in the educational, political and social community of exceptional children and adults. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. **{S}** 4 credits

Sue Freeman

249b Children Who Cannot Hear

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. **{S}** 4 credits

Alan Marvelli

T Th 9–10:20 a.m.

[350b Learning Disabilities]

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. Admission by permission of the instructor. **{S}** 4 credits

[353b Education of the Gifted]

What are giftedness and talent? Stages in the education of the gifted human. The social significance of the gifted. **{S}** 4 credits

510b Human Development and Education

Examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies, and uses them to trace the complex ways that individual and sociocultural elements interact in the formation of mind and the development of intelligence from infancy through adolescence. The aim is both to give students a solid grounding in the essential frameworks and conceptual resources of developmental psychology and also to enhance their ability to make use of this understanding in practical contexts. 4 credits

Janice Gatty

W 2–4 p.m.

[540b Critical Thinking and Research in Education]

What does it mean to think critically? How do we establish and evaluate the strength of knowledge claims? How do we come to believe what we believe? And how can we teach students to reason effectively? The examination of these questions will be grounded in the critical reading of research in education. Students will develop a better understanding of the reasoning process and become more discerning consumers of knowledge and information. 4 credits

Alan Rudnitsky

Curriculum and Instruction

231a Foundations and Issues of Early Childhood Education

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with preschool children and conferences with professionals in the area. Required practicum, observations and field trip. **{S}** 4 credits

Janice Gatty

T Th 1:10–2:30 p.m.

332b Children's Literature

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor. {S} 4 credits

To be announced

Th 7–9:30 p.m.

333b Information Technology and Learning

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO and LinkWay, a multimedia authoring tool. Permission of the instructor is required. {S} 4 credits

Alan Rudnitsky

Th 3–4:50 p.m. and one laboratory hour to be arranged

338a The Reading Process

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Discussion of reading disabilities, whole language and other issues. {S} 4 credits

Seymour Itzkoff

M 7:30–9:30 p.m.

339b Reading Problems in School Learning

Assessment and instructional treatment of reading difficulties in regular classroom settings. Examination of interactive and whole language approaches; research regarding theory and practice. Fieldwork. {S} 4 credits

Sue Freeman

W 2–4 p.m.

347b Individual Differences Among Learners

Examination of research on individual differences and their consideration in the teaching-learning process. Research and fieldwork required. Prerequisite: 235 or 238 and permission of the instructor. {S} 4 credits

Sue Freeman

Th 3–5 p.m.

305a The Teaching of Art

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years. {S} 4 credits

Cathy Topal

M 7–10 p.m.

345d Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April. {S} 12 credits

Alan Rudnitsky and Members of the Department
T 3–4:50 p.m.

346a Reflective Practice in Secondary Schools

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor. {S} 4 credits

Rosetta Marantz Cohen

T 3–4:50 p.m.

346b Reflective Practice in Secondary Schools

A repetition of 346a. Recommended background: 232a. Admission by permission of the instructor. {S} 4 credits

Rosetta Marantz Cohen

T 3–4:50 p.m.

348a Teaching Local History: Northampton, a Case Study

This course will be both a survey of the history of Northampton and an examination of the problems involved in using local history in a secondary-school program. The prerequisite for the course is a basic course in American history. (E) 4 credits

Kerry Buckley

M 7:30–9:30 p.m.

[381a The Teaching of History and the Social Studies]

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Recommended background: 232a. {S} 4 credits

548a Student Diversity and Classroom Teaching

An examination of difference, including cognitive and affective development, race, ethnicity, sex, class and their consideration in teaching and learning. Also, special needs, abuse issues and the multilanguage classroom as factors in classroom teaching and student learning. Research and field-work required. {S} 4 credits
Sue Freeman
Th 3–4:50 p.m., plus weekly study sessions

554b Cognition and Instruction

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits
Alan Rudnitsky
M 7:30–9:30 p.m.

Smith College and Clarke
School for the Deaf
Graduate Teacher
Education Program

Foundations of Education of the Deaf

564 Perspectives on the Education, Guidance and Culture of the Deaf
History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits
Alan Marvelli

568 Psychology of Exceptional Children
Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing.

2 credits
Yvonne Mullen

Speech Science and Audiology

565 Hearing, Speech and Deafness
4 credits
Hollis Altman and Arthur Boothroyd

Part I. Nature of Sound
Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and acoustics of speech. Types, causes and consequences of hearing impairment. Characteristics of the speech of deaf children.

Part II. Nature of Communication
Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills.

566 Audiometry, Hearing Aids and Auditory Training
Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills. 2 credits
Hollis Altman

Language and Communication

561 Developing Auditory/Oral Communications in Deaf Children
A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits
Patricia Blinn

562 Developing Language Skills in Deaf Children
Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits
Muriel Crockett

567 English Language Acquisition and Deafness

A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits

Peter A. de Villiers

Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf

Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits

Members of the Faculty

Student Teaching

569 Observation and Student Teaching

A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits

Members of the Faculty

Education of the Deaf

572 The Deaf Child: 0-5 Years

The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits

Janice Gatty

580 Beginning Sign Communication

Development of basic receptive and expressive skills in American Sign Language and finger spelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits

Ruth Moore

Special Studies

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations (EDC 110 cannot be used to fulfill this requirement); one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department.

Adviser for Study Abroad: Rosetta Marantz Cohen.

Director of Teacher Education: Alan Rudnitsky.

Teacher/Lecturers—Secondary Program

Joanne Arnold, B.S. (Mathematics)

Robert Charette, M.Ed. (History)

Vincent Falardeau, M.A. (French)

Samuel Scheer, M.Phil. (English)

Peter Shaughnessy, M.A. (Science)

Teacher/Lecturers—Elementary and Early Childhood Program

Barbara Baker, Ed.M.

Gina Bordoni-Cowley, M.Ed.

Elizabeth Cooney, A.B.

Michelle S. Dilts, B.S.

Katherine First, M.Ed.

Marie A. Frank, M.Ed.

Martha N. Guzowski, B.S.

Rita F. Harris, B.S.
 Janice Henderson, Ed.M.
 Shauneen Kroll, A.B.
 Susan Reyes, B.S.
 Rosemary E. Rigoletti, Ed.M.
 Janice Marie Szymaszek, Ed.M.
 Gary A. Thayer, B.A.
 Sandra Warren, Ed.M.
 Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

Requirements for Programs Leading to Teacher Certification

Secondary Teacher (9–12) in the following fields:

English	Mathematics
History	Biology
Social Studies	Chemistry
French	Earth Science
Spanish	General Science
Visual Art	Physics

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:
 EDC 232 Foundations of Secondary Education

EDC 235	Child and Adolescent Growth and Development
EDC 238	Educational Psychology
EDC 347	Individual Differences Among Learners
EDC 346a/b	Reflective Practice in Secondary Schools

GRADUATE

- completion of Master of Arts in Teaching degree
- departmental assessment of subject matter preparation and background in the use of information technology
- complete the following courses in Education and Child Study:
 EDC 556 Learning in Classrooms (Summer Program)
 EDC 559 Clinical Internship in Teaching I (Summer Program)
 EDC 559 Clinical Internship in Teaching II
 EDC 552 Perspectives on American Education
 EDC 548 Student Diversity and Classroom Teaching
 EDC 510 Human Development and Education
 or
 EDC 554 Cognition and Instruction
 Four advanced courses in the subject area

Elementary Teacher (1–6) & Early Childhood Teacher (N–3)

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in a liberal arts discipline
- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:
 EDC 235 Child and Adolescent Growth and Development
 EDC 238 Educational Psychology
 EDC 347 Individual Differences Among Learners
 EDC 345d Preschool and Elementary Curriculum and Methods

one course in either historical and philosophical or sociological and cultural foundations of education (not EDC 110)

one course in the area of early childhood education (for Early Childhood Teacher)

GRADUATE

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessment of subject matter knowledge in early childhood education (for Early Childhood Teacher)
- complete the following courses in Education and Child Study:

EDC 556	Learning in Classrooms (Summer Program)
EDC 559	Clinical Internship in Teaching I (Summer Program)
EDC 559a/b	Clinical Internship in Teaching II
EDC 552	Perspectives on American Education
EDC 548	Student Diversity and Classroom Teaching
EDC 510	Human Development and Education
EDC 554	Cognition and Instruction

 Two electives—selected to address assessed needs in specific areas of competence

Special Needs

Adviser: Sue Freeman.

- | | |
|------------|---|
| EDC 248a | Special Education |
| EDC 249b | Children Who Cannot Hear (e) |
| EDC 339b | Problems in School Learning (e) |
| EDC 347b | Individual Differences Among Learners (e) |
| [EDC 350b] | Learning Disabilities (e)] |
| [EDC 353b] | Education of the Gifted (e)] |

Child Development/Early Childhood

Adviser: To be announced.

- | | |
|------------|---|
| EDC 231a | Foundations and Issues of Early Childhood Education |
| [EDC 341b] | The Child in Modern Society (e)] |

- | | |
|----------|---|
| EDC 345d | Preschool and Elementary Curriculum and Methods (e) |
| EDC 347b | Individual Differences Among Learners (e) |

Learning and Instruction

Adviser: Alan Rudnitsky.

- | | |
|------------|---|
| EDC 232b | Foundations of Secondary Education (e) |
| EDC 333b | Information Technology and Learning (e) |
| EDC 338a | The Reading Process (e) |
| EDC 345d | Preschool and Elementary Curriculum and Methods (e) |
| [EDC 356b] | Curriculum Principles and Design (e)] |
| [EDC 540b] | Critical Thinking and Research in Education (e)] |
| EDC 554b | Cognition and Instruction (e) |

Secondary Teaching

Advisers: Raymond Ducharme, Rosetta Marantz Cohen.

- | | |
|------------|---|
| EDC 232b | Foundations of Secondary Education |
| EDC 346a/b | Reflective Practice in Secondary Schools |
| EDC 347b | Individual Differences Among Learners (e) |

One course from Historical and Philosophical Foundations

Education Studies

Advisers: Seymour W. Itzkoff, Raymond Ducharme, Rosetta Marantz Cohen.

This minor does not require EDC 235 and EDC 238.

Six courses from:

- | | |
|-----------|------------------------------------|
| [EDC 120] | Education and the Liberal Arts] |
| [EDC 221] | Classical Education] |
| [EDC 222] | Modern Educational Classics] |
| EDC 232 | Foundations of Secondary Education |
| EDC 234 | Modern Problems of Education |
| EDC 236 | American Education |
| EDC 237 | Comparative Education |
| [EDC 336] | Seminar in American Education] |

Student-Initiated Minor

Requirements: EDC 235 and EDC 238, the approval of a faculty adviser and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Cohen.

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

Graduate

Advisers: Members of the Department.

510b Human Development and Education

[**540b Critical Thinking and Research in Education**]

552a Perspectives on American Education

554b Cognition and Instruction

548a Student Diversity and Classroom Teaching

559a Clinical Internship in Teaching II
4 credits
Members of the Department

559b Clinical Internship in Teaching II
4 credits

559d Clinical Internship in Teaching II
8 credits

567a English Language Acquisition and Deafness

580a Advanced Studies
Open to seniors by permission of the department.
4 credits
Members of the Department

580b Advanced Studies
4 credits

590a Research and Thesis
4 or 8 credits
Members of the Department

590b Research and Thesis
4 or 8 credits

590d Research and Thesis
8 credits
Members of the Department

Engineering

The Minor

Emphases in the Minor

CHEMICAL ENGINEERING

Adviser: To be announced.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 111a, PHY 115 and 116, and MTH 225b; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

CIVIL ENGINEERING

Adviser: Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222, and PHY 115 and 116; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241 Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

COMPUTER ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112 and MTH 153.

Requirements: (at Smith) PHY 115, 116 and CSC 231a; (at UMass) ECE 211, ECE 214 and ECE 221.

ELECTRICAL ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115, 116 and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, PHY 224b, or MTH 212a or b; (at UMass) ECE 211, ECE 212 and ECE 214.

INDUSTRIAL ENGINEERING AND OPERATIONS RESEARCH

Advisers: Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211 and ECO 150.

Requirements: (at Smith) CSC 111 and MTH 245a, plus either MTH 247 or ECO 280a; (at UMass) IEOR 379 and IEOR 380, plus one additional approved IEOR course.

MECHANICAL ENGINEERING

Adviser: Malgorzata Zielinska-Pfabé (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: same as for the physics major, plus at UMass ME 211, ME 230, plus one additional approved ME course.

English Language and Literature

Professors

Francis Murphy, Ph.D., Litt.D. (Hon.)

**Harold Lawrence Skulsky, Ph.D.

Dean Scott Flower, Ph.D.

William Allan Oram, Ph.D.

Jefferson Hunter, Ph.D., *Chair*

Douglas Lane Patey, Ph.D.

†Susan R. Van Dyne, Ph.D. (Women's Studies and English Language and Literature)

Charles Eric Reeves, Ph.D.

Ronald Russell Macdonald, Ph.D.

Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)

†Sharon Cadman Seelig, Ph.D.

Grace Hazard Conkling Writer-in-Residence

Karl Kirchwey, M.A.

Associate Professors

Nora F. Crow, Ph.D.

Patricia Lyn Skarda, Ph.D.

Richard Millington, Ph.D.

Craig R. Davis, Ph.D.

Michael Gorra, Ph.D.

Gillian Kendall, Ph.D.

Assistant Professors

Nancy Mason Bradbury, Ph.D.

Cornelia Pearsall, Ph.D.

Luc Gilleman, Ph.D.

Ambreen Hai, Ph.D.

Lecturers

Robert Ellis Hosmer, Jr., Ph.D.

Ann E. Boutelle, Ph.D.

Julio Alves, Ph.D.

†Debra L. Carney, M.F.A.

†Holly Davis, M.A.

†Heidi Holder, Ph.D.

†Mary Koncel, M.F.A.

†Brian Turner, M.F.A.

†Donald Weber

†Elinor Lipman, B.A.

†Elizabeth von Klemperer, Ph.D.

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre.

First-Level Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. ENG 101 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and

Literature and English Language and Composition may receive four credits each, providing they do not take English 101

101a Introduction to College Writing

Conducted as writing workshops in sections limited to 15 students each, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration. Priority will be given to incoming students in the fall-semester sections. 4 credits

Director, Luc Gilleman

1: *Luc Gilleman*, M W F 9–9:50 a.m.

2: *Brian Turner*, M W 1:10–2:30 p.m.

3: *Mary Koncel*, M W 1:10–2:30 p.m.

4: *Julio Alves*, T Th 9–10:20 a.m.

5: *Heidi Holder*, T Th 9–10:20 a.m.

6: *Ann Boutelle*, T Th 10:30–11:50 a.m.

7: *Holly Davis*, T Th 10:30–11:50 a.m.

8: *Julio Alves*, T Th 10:30–11:50 a.m.

9: *Debra Carney*, T Th 1–2:20 p.m.

10: *Heidi Holder*, T Th 1–2:20 p.m.

Bilingual students and non-native speakers are especially encouraged to register for section 4 or 8.

101b Introduction to College Writing

A repetition of 101a. 4 credits

Julio Alves

T Th 9–10:20 a.m.

First-Level Courses in Literature

120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. 4 credits

Director, Dean Flower

1. Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. {L}

1: *Michael Gorra*, T Th 9–10:20 a.m.

2: *Elizabeth Harries*, T Th 1–2:30 p.m.

3: *Ambreen Hai*, T Th 1–2:20 p.m.

2. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in poetry, fiction and drama, including such authors as Plato, Shakespeare, Flaubert, Yeats, Joyce and Rich. {L}

Robert Hosmer

M W F 11 a.m.–12:10 p.m.

3. The Literature of New England

Works by Emerson, Hawthorne, Thoreau, James, Sarah Orne Jewett and Robert Lowell. {L}

Francis Murphy

M W F 9–9:50 a.m.

4. Satire

The aims and techniques of invective, abuse and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons and others. {L}

Douglas Patey

T Th 1–2:20 p.m.

5. Modern Short Stories

A study of the short story sequence as a characteristic modern genre, beginning with Joyce (*Dubliners*) and Anderson (*Winesburg, Ohio*) and including such figures as Flannery O'Connor, Bobbie Ann Mason, Gloria Naylor, Julian Barnes and William Trevor. {L}

Dean Flower

M W 2:40–4 p.m.

6. Slavery's Narratives

A study of texts by American writers that explore the meanings of slavery and its legacy. Autobiographical narratives by Frederick Douglass and Harriet Jacobs; fiction by Melville, Mark Twain, Charles Chesnutt, Zora Neale Hurston and Toni Morrison; poems by Emily Dickinson and Robert Hayden. {L}

Richard Millington

T Th 9–10:20 a.m.

7. The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës and James. {L}

Nora F. Crow

T Th 10:30–11:50 a.m.

8. Modern Drama

Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pommerance, Albee, Rabe, O'Neill, Beckett, Shaffer, Pirandello. {L}

Luc Gilleman

M W F 10–10:50 a.m.

9. Utopias and Imaginary Worlds

A study of utopias and imaginary voyages, focusing on how each writer creates a fictional world in which the problems of our own world are staged, examined and experimented with. These problems

include the authoritarian impulses of the utopian imagination. More, Shakespeare, Huxley, LeGuin, Zamyatin and others. {L}

William Oram

M W F 9–9:50 a.m.

10. Literature of the Fantastic

A study of fantasy—the nonreal, surreal, strange and/or eccentric in literature, focusing particularly on texts that cross boundaries between life and death, male and female, human and inhuman.

Authors to include Shakespeare, Swift, Woolf, Malamud, Hong Kingston, Morrison and others. {L}

Gillian Kendall

T Th 10:30–11:50 a.m.

11. The Icelandic Saga

A reading in translation of the classic sagas of medieval Iceland. Exploration of the powerful role of women, the intimacy between law and violence, the inevitability of blood-feud, and the grim humor and desperate religion that articulated the saga view of the world. {L}

Craig Davis

T Th 3–4:20 p.m.

120b Colloquia in Literature

A repetition of 120a. 4 credits

Director, Patricia Skarda

1. Fiction {L}

1: Nancy Mason Bradbury, M W F 1:10–2 p.m.

2: Michael Gorra, T Th 9–10:20 a.m.

3: Ann Boutelle, T Th 10:30–11:50 a.m.

2. Drama and Society

Reading drama and dramatic theory as an investigation of the origin and development of Western notions of self and society. Plays to include Greek tragedies, Renaissance drama, comedy of manners, naturalism, epic drama, theater of the absurd, talk drama; theory from Aristotle to Artaud. Group presentation of selected scenes. {L}

Luc Gilleman

M W F 9–9:50 a.m.

3. Children's Literature

The varied shapes, narrative strategies and complex literary content of what some might consider

a simple form—works written by adults but intended for children. Texts may include *Outside over There*, *Alice in Wonderland*, *The Lion, the Witch, and the Wardrobe*, various fairy tales, *At the Back of the North Wind*, *Letting Swift River Go*, *The Jungle Book*, *The Secret Garden* and others. {L}

Gillian Kendall

T Th 9–10:20 a.m.

4. Reading and Writing Short Stories

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody and original stories. {L}

Patricia Skarda

M W F 1:10–2 p.m.

5. Race, Empire and English Literature

A study of selected texts in the British literary tradition, foregrounding, in the context of imperial expansion and “discovery,” issues of race, representation, nationhood, culture, definition of self and otherness, and the role of literature in creating and consolidating ideologies of power. Texts will range across a variety of genres and periods, including: a Shakespeare play; Johnson's *Rasselas*; poetry; novels such as *Oroonoko*, *Jane Eyre*, *Heart of Darkness*, *A Passage to India*, *Burmese Days*, *A Handful of Dust*, and a contemporary British novel; and essays by Johnson, Macaulay and recent theorists such as Brantlinger and Appiah. {L}

Ambreen Hai

T Th 1–2:20 p.m.

180a The Reading of Poetry

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors. Enrollment limited to 20. {L} 4 credits

Francis Murphy

M W F 11–11:50 a.m.

180b The Reading of Poetry

A repetition of 180a. {L} 4 credits

Elizabeth von Klemperer

M W 1:10–2:30 p.m., F 1:10–2:30 p.m. optional

190b Questioning Texts

Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works, in a variety of genres, by women and men from different cultures and historical periods; some attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20. {L} 4 credits

Director, Elizabeth Harries

1: *Nancy Mason Bradbury*, M W F 9–9:50 a.m.

2: *Richard Millington*, M W F 10–10:50 a.m.

3: *Elizabeth Harries*, T Th 10:30–11:50 a.m.

Second-Level Courses

Letters in square brackets after courses indicate which category of major requirement No. 3 each fulfills.

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

See Interdepartmental and Extradepartmental Course Offerings.

200d The English Literary Tradition

A study of the English literary tradition from the middle ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 710 or higher and students with English AP score of 4 or 5. {L}

8 credits

Lec. W 2:40–4 p.m.; sections as below:

First semester:

Director, Craig Davis

1: *Nancy Mason Bradbury*, M W F 9–9:50 a.m.

2: *Ronald Macdonald*, M W F 10–10:50 a.m.

3: *William Oram*, M W F 11 a.m.–12:10 p.m.

4: *Eric Reeves*, M W F 1:10–2:10 p.m.

5: *Craig Davis*, T Th 10:30–11:50 a.m.

Second semester:

Director, Jefferson Hunter

1: *Patricia Skarda*, M W F 10–10:50 a.m.

2: *Jefferson Hunter*, M W F 11 a.m.–12:10 p.m.

3: *Luc Gilleman*, M W F 11 a.m.–12:10 p.m.

4: *Michael Gorra*, T Th 10:30–11:50 a.m.

5: *Cornelia Pearsall*, T Th 1–2:20 p.m.

208b Science Fiction? Speculative Fiction?

What sort of problems does science fiction address, what are its conventions and how is it related to other genres—utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the “other” (monsters, aliens, robots, living planets). Readings in Mary Shelley, Wells, Zamyatin, Stapleton, Lem, Dick, Le Guin and others. Recommended for non-majors. [3d] {L} 4 credits

William Oram

M W F 9–9:50 a.m.

211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] {L} 4 credits

Eric Reeves

M W F 9–9:50 a.m.

216a Chaucer

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. [3a] {L} 4 credits

Nancy Mason Bradbury

M W F 11 a.m.–12:10 p.m.

216b Chaucer

A repetition of 216a. Enrollment in each section limited to 25. **[3a] {L}** 4 credits

1: *Nancy Mason Bradbury*, M W F 11 a.m.–12:10 p.m.

2: *Craig Davis*, T Th 10:30–11:50 a.m.

217b Old Norse

An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. **[3a] {L/F}** 4 credits

Craig R. Davis

M W F 10–10:50 a.m.

220a 16th-Century Literature

Topic for 1996–97: Love and Politics in Two Tudor Courts. The renewal of love poetry and satire during the reigns of Henry VIII and Elizabeth I; attention to the functions of poetry and fiction. Writers include Wyatt, Sidney, Spenser, Shakespeare, Marlowe and others. **[3a] {L}** 4 credits

William Oram

M W F 1:10–2:20 p.m.

222a Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. **[3a] {L}** 4 credits

Ronald Macdonald, Director

1: *Ronald Macdonald*, M W F 1:10–2 p.m.

2: *Gillian Kendall*, T Th 9–10:20 a.m.

223b Shakespeare

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Enrollment in each section limited to 25. **[3a] {L}** 4 credits

William Oram, Director

1: *Francis Murphy*, M W F 10–10:50 a.m.

2: *William Oram*, M W F 11 a.m.–12:10 p.m.

3: *Eric Reeves*, T Th 1–2:20 p.m.

224b English Drama in the Age of Shakespeare

The evolution and interplay of structure, theme and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker,

Ford. One play by Shakespeare will also be examined. **[3a] {L}** 4 credits

Gillian Kendall

T Th 10:30–11:50 a.m.

226a 17th-Century Poetry

Discussion of the major figures: Donne, Herbert, Jonson and Marvell, and some important poems by their contemporaries and forebears. Emphasis on poetic forms, conventions and imagery. **[3a] {L}** 4 credits

Harold Skulsky

M W F 11 a.m.–12:10 p.m.

228a Milton

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of baroque style, educational theorist and Attorney for the Defense of God. **[3a] {L}** 4 credits

Harold Skulsky

M W F 9–9:50 a.m.

228b Milton

A repetition of 228a. **[3a] {L}** 4 credits

Eric Reeves

T Th 9–10:20 a.m.

234b Pope, Swift and Their Circle

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. **[3b] {L}** 4 credits

Nora F. Crow

T Th 10:30–11:50 a.m.

CLT 235b Fairy Tales and Gender**CLT 237a Traveller's Tales****AAS 237b Major Black Writers: Fiction****238a The 18th-Century Novel**

The major British novelists from Aphra Behn through Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art. **[3b] {L}** 4 credits

Douglas Patey

T Th 9–10:20 a.m.

242a Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats as well as female poets), with prose writings by the poets themselves and by Austen and Mary Shelley. **[3b] {L}** 4 credits

Patricia Skarda

M W F 10–10:50 a.m., optional discussion Th 4–4:50 p.m.

244b Literature of the Victorian Period

Victorian literature, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites and Hopkins, with attention to literary, cultural and social contexts. **[3c] {L}** 4 credits

Cornelia Pearsall

T Th 9–10:20 a.m.

AAS 245b The Harlem Renaissance, 1912–1940**246a American Literature before 1865**

A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson and others. **[3c] {L}** 4 credits

Richard Millington

M W F 11 a.m.–12:10 p.m.

248b American Literature from 1865 to 1914

A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of “realism” and “naturalism” and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson and E.A. Robinson. **[3c] {L}** 4 credits

Francis Murphy

M W F 11–11:50 a.m.

250a Modern American Writing

American writing in the first half of the 20th century. Fiction by Wharton, Cather, Hemingway, Fitzgerald, Hurston, Faulkner, Wright and others; a sampling of modernist poetry, including works by Frost, Stevens, Hughes, Williams, Moore and others;

a film comedy from the Thirties. **[3d] {L}** 4 credits

Dean Flower

M W F 9–9:50 a.m.

[251b Modern American Poetry]

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis. **[3d] {L}** 4 credits

253a Modern Fiction

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, Arnold Bennett, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble, Kazuo Ishiguro. **[3d] {L}** 4 credits

Jefferson Hunter

M W F 10–10:50 a.m.

254b Modern British Poetry

Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. **[3d] {L}** 4 credits

Jefferson Hunter

M W F 10–10:50 a.m.

[256b Joyce]

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses* and *Finnegans Wake* (selections). **[3d] {L}** 4 credits

[257b Modern British and American Drama]

A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama;

and postmodern, performance-oriented plays. Works by Hellman, Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Lochhead, Churchill, Shange, Hwange. Occasional screenings of plays. **[3d] {L}** 4 credits

262b Recent American Writing

Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. **[3d] {L}** 4 credits

Dean Flower

M W F 1:10–2:10 p.m.

266a Postcolonial Literature

The literary legacy of the British Empire in works by writers from India, Africa and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Rushdie, Gordimer, Soyinka, Naipaul and others. **[3d] {L}** 4 credits

Ambreen Hai

T Th 10:30–11:50 a.m.

270a The King James Bible and Its Literary Heritage

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. **{L}** 4 credits

Patricia Skarda

M W F 1:10–2 p.m.

274b History of Criticism

Topic for 1996–97: Divisions between the Arts and the Sciences. An introductory exploration of how, over time, the disciplines of knowledge have been divided up, designed to give students a historical understanding of how terms like “art,” “science,” “literature” and “criticism” have come to take on their modern meanings. Particular attention to moments of change and to controversies (both old and very recent) over where dividing lines should fall, and what difference it makes (especially to literary study) how the disciplines are thought to

be divided. Prerequisite: an upper-level literature course. **[3e] {L/H}** 4 credits

Douglas Patey

T Th 9–10:20 a.m.

277b Introduction to Contemporary Literary Theory

An introduction to major theoretical questions and debates shaping the course of literary studies today, regarding what literature is, how literature is (to be) read, how literature functions within culture and society, how theory and literature may interact. Emphasis not on “approaches” but on questions of language and the “subject,” constructions of gender, sexuality, race and culture, and relation of literature to ideology. Readings include Saussure, Foucault, Barthes, Derrida, Felman, Eagleton, Raymond Williams, Kristeva, Spivak, Gates, Sedgwick, Said, Fanon, Geertz. Varying selections of fiction by writers such as Conrad, Joyce or Mary Shelley. Prerequisite: a college course in literature or permission of the instructor. **[3e] {L}** 4 credits

Ambreen Hai

T Th 10:30–11:50 a.m.

Advanced Courses in Writing

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted.

THE 261a Writing for the Theatre

THE 261b Writing for the Theatre

280a Advanced Essay Writing

A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. **[3e] {L}** 4 credits

Ann Boutelle

Th 1–2:50 p.m.

280b Advanced Essay Writing: Writing for Writers

A repetition of 280a. Admission by permission of the instructor. [3e] {L} 4 credits

Nora F. Crow

T 1–2:50 p.m.

282a Writing Poetry

Admission by permission of the instructor. [3e] {L} 4 credits

Karl Kirchwey

Th 3–4:50 p.m.

282b Writing Poetry

A repetition of 282a. Admission by permission of the instructor. [3e] {L} 4 credits

Karl Kirchwey

Th 3–4:50 p.m.

284a Writing Short Stories

Admission by permission of the instructor. [3e] {L} 4 credits

Gillian Kendall

T 1–2:50 p.m.

284b Writing Short Stories

A repetition of 284a. Admission by permission of the instructor. [3e] {L} 4 credits

Elinor Lipman

Th 1–2:50 p.m.

286b Reading and Writing Autobiography

Reading autobiography from a writer's perspective; thinking about strategy, style and structure; and experimenting with our own autobiographical writing. Admission by permission of the instructor. [3e] {L} 4 credits

Ann Boutelle

Th 1–2:50 p.m.

AMS 350a Seminar: Writing About American Society

AMS 351b Seminar: Writing About American Society

Third-Level Courses

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

CLT 300a Contemporary Literary Theory

300b Seminar: A Major British or American Writer

Topic for spring 1997: Virginia Woolf. A close study of representative texts from the rich variety of Woolf's work: novel, essay, biography and short story. Preliminary, essential attention to the life, with particular concern for the Victorian/Edwardian world of Woolf's early years and the Bloomsbury Group. Works to be studied will include *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *Between the Acts*, *A Room of One's Own* and *Three Guineas*, as well as essays drawn from *The Common Reader* and stories. Supplementary readings from biographies of Woolf and her own letters, journals and diaries. [3d] {L} 4 credits

Robert Hosmer

T 1–2:50 p.m.

303a Seminar: American Literature

Topic for fall 1996: The poetry and prose of Walt Whitman (1819–1892), with some consideration of his British and American contemporaries (Emerson, Longfellow, Lowell, Melville, Dickinson and Tennyson). [3c] {L} 4 credits

Francis Murphy

Th 1–2:50 p.m.

303b Seminar: American Literature

Topic for spring 1997: Nabokov's America. Intensive study of the poems, stories and novels written in English when Nabokov lived in America, 1940–1960: *Nabokov's Dozen*, *Speak Memory*, *Lolita*, *Pnin* and *Pale Fire*. Discussion of the ways in which post-War America is reflected and celebrated as well as satirized in Nabokov's art. Emphasis on Nabokov's distinctively American interests—his academic career in teaching and scholarship, his scientific research, his democratic politics, his responses to film, advertising and television—as well as on his narrative and linguistic originality. Some collateral reading in the fiction

and popular culture of the era and in related post-modernist works. **[3d] {L}** 4 credits

Dean Flower

Th 3–4:50 p.m.

CLT 309b Arthurian Literature of the Middle Ages

330b Seminar: Studies in 17th- and 18th-Century Literature

Topic for spring 1997: Jane Austen. Discussion of Austen's six novels and the unfinished *Sanditon*, along with important novels (by Ann Radcliffe, Fanny Burney and Mrs. West) that raise political, social, artistic and religious issues of concern to Austen. Recommended background: ENG 200 and/or 238. **[3b] {L}** 4 credits

Douglas Patey

T 1–2:50 p.m.

342a Seminar: Studies in 19th-Century Literature

Topic for fall 1996: The Brontës. A study of the lives and works of the remarkable Brontë sisters and their shadowy brother, exploring the literary, cultural and familial circumstances which aided and impeded the development of their art. Novels, poetry and paintings by Charlotte Brontë, Emily Brontë, Anne Brontë and Branwell Brontë. **[3c] {L}** 4 credits

Cornelia Pearsall

T 1–2:50 p.m.

AAS 348a Black Women Writers

354b Seminar: Studies in 20th-Century Literature

Topic for spring 1997: Freud and Sherlock Holmes. Readings include Freud's case studies and Conan Doyle's detective stories; popular accounts of Freud and Holmes in fiction, film and drama; and critical investigations of their economies of signification (forays into various critical -isms). Practical component: keeping a dream journal and collaborative writing of a detective story or fictionalized case study. Prerequisite: an advanced literature course and interest in theory. **[3d] {L}** 4 credits

Luc Gilleman

W 7:30–9:30 p.m.

372a Seminar: Satire

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift and Pope to Byron, Waugh, West and Vonnegut. Prerequisite: at least one 200-level course in the English department. **[3b] {L}** 4 credits

Nora F. Crow

T 1–2:50 p.m.

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: William Oram.

First-year students contemplating a major in English are advised to begin their work either by taking ENG 120a followed by 180b or 190b, or, if qualified, by taking GLT 291d or ENG 200d. Each of these courses counts toward the major. We recommend that those qualified students who elect GLT 291d or ENG 200d in their first year also take 180 or 190.

Requirements:

1. 200d;
2. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223) and Milton (228);
3. Eight additional courses, including one semester course from four of the following five areas:
 - a. Medieval or Renaissance;
 - b. British or American from 1660 to 1830;
 - c. British or American from 1830 to 1914;
 - d. British, American or Commonwealth since 1914;
 - e. Writing, History of the Language or Critical Theory.

Up to two courses in film, a foreign literature or comparative literature, or dramatic literature offered through the theatre department may count toward the major.

GLT 291d counts toward the major. Up to two advanced writing courses may count toward the major. Only one colloquium (120a or b) may count toward the major. English 101 does not count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

The Minor

Advisers: Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291d; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

Honors

Director: for the Class of 1997, Eric Reeves.

430d Thesis

8 credits

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the Chair.
4 credits

580b Graduate Special Studies

4 credits

580d Graduate Special Studies

8 credits

Environmental Science

Director

Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences

Advisers

C. John Burk, Professor of Biological Sciences
Paulette Peckol, Associate Professor of Biological Sciences

Philip D. Reid, Professor of Biological Sciences
Stephen G. Tilley, Professor of Biological Sciences

†George M. Fleck, Professor of Chemistry

Robert G. Linck, Professor of Chemistry

‡Petra N. Turowski, Assistant Professor of Chemistry

John B. Brady, Professor of Geology

H. Robert Burger, Professor of Geology

H. Allen Curran, Professor of Geology

Robert M. Newton, Professor of Geology

Brian White, Professor of Geology

Donald C. Baumer, Professor of Government (and Public Policy)

‡Richard E. White, Professor of Astronomy (and Public Policy)

The environmental science minor is designed for students with a serious interest in environmental issues and a strong commitment to science. Students must satisfy the prerequisites for all courses included in their minor program.

The minor consists of six courses chosen with the guidance and approval of an environmental science minor adviser. Requirements include courses in environmental chemistry, ecology, geology and public policy or environmental economics. Completion of a senior seminar or special studies course in environmental science is also required. A course in statistics (e.g., MTH 245a or the equivalent) is recommended.

EVS 300b Seminar in Environmental Science

Examination of the impact of human populations on natural systems, the development of environmental problems and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include: landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics and the formulation of environmental policy. There will be a one-day week-end field trip. Prerequisite: all courses completed

or concurrent for the Environmental Sciences minor or by permission of the instructor. **{S/N}**
4 credits

Thomas Litwin

T Th 9–10:20 a.m.

The Minor

Requirements: six courses, no more than three of which can be taken at other institutions, including CHM 111a and a Special Studies or senior seminar (EVS 300). Also required is one course in each of the following fields of environmental science chosen in consultation with the minor adviser:

Chemistry

[CHM 150b Environmental Chemistry]
CHM 347a Instrumental Methods of Analysis

Ecology

BIO 206a Conservation of Natural Resources
BIO 260a Principles of Ecology and lab
BIO 264a Marine Ecology and lab
BIO 356a Plant Ecology and lab

Geology

- GEO 108b Oceanography
- GEO 109a The Environment
- [GEO 111a Introduction to Earth History]
- GEO 309a Groundwater Geology
- GEO 311a Environmental Geophysics

Social Sciences

- ECO 224b Environmental Economics
- PPL 254b Agricultural Public Policy in the
United States
- PPL 303b Seminar in Public Policy of Marine
and Coastal Resources

Appropriate Five College courses or courses taken at other institutions and through summer and/or semester-away programs may be counted for the minor with approval of the adviser.

Ethics

Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*
Myron Peretz Glazer, Professor of Sociology

Malcolm B.E. Smith, Professor of Philosophy
†Elizabeth V. Spelman, Professor of Philosophy
†Kathryn Pyne Addelson, Professor of Philosophy

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

PHI 235b	Morality, Politics and the Law
[PHI 245b	Philosophy of Law: Property]
PHI 304a	Colloquium in Applied Ethics
REL 250a	Social Ethics I
REL 251b	Social Ethics II
REL 353a	Seminar: Medical Ethics
REL 354b	Seminar: Business Ethics
SOC 203b	Qualitative Methods
[SOC 211a	Ethical Issues in Social Organizations]

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

Exercise and Sport Studies

Professors

Donald Steven Siegel, Ed.D.

James H. Johnson, Ph.D.

Associate Professors

Barbara Brehm-Curtis, Ed.D., *Chair*

Christine M. Shelton, M.S.

Lecturers

James Babyak, M.A.

Tim Bacon, M.A.

Donna Betancourt

Kim Bierwert, B.A.

Jacqueline Blei, M.S.

Crane W. Cesario

Richard Cesario

Carla Coffey, M.A.

Christine Davis, M.S.

Doreen Garde

Louise Goodrum, M.S.

Lisa Harvey

Bonnie May, M.S.

Deborah Neubauer, B.S.

Mary O'Carroll, M.S.

Lynn Oberbillig, M.B.A.

Suzanne Payne, M.Ed.

Nancy Rothenberg

Kathy Saltis, B.A.

David Stillman

Judy Strong, B.S.

Ruth Taylor

Teaching Fellows

Collette Crenshaw

Meredith Hansen, B.S.

Joah Iannotta, B.A.

Kristin Martini

Kristen Mermagen

Andrea Razi

Kim Robinson

Julie Wienski

Theory Courses

100a Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history, sport psychology and sociology, exercise physiology, biomechanics and health behavior. 4 credits

Christine Shelton, Christine Davis, James Johnson

M W F 10–10:50 a.m.

130b Stress Management

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. 1 credit

Tim Bacon

T 1–2:50 p.m.

[140b Health Behavior]

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. To be offered in 1997–98. **{N}** 4 credits

[150b Nutrition and Health]

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetari-

anism and women's nutrition concerns. High school chemistry recommended but not required. To be offered in 1998–99. **{N}** 4 credits

175j Applied Exercise Science

A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic exercise, exercise prescription and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. (E) **{N}** 2 credits
To be announced
To be arranged

200b Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. **{H/S}** 4 credits
Donald Siegel and Christine Shelton
T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. Emphasis will be primarily on biological aspects of these topics. **{N}** 4 credits
Leslie Jaffe (Biology), Barbara Brehm-Curtis
T Th 10:30–11:50 a.m.

[210a Kinesiology]

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance. To be offered in 1997–98. **{N}** 4 credits

215a Physiology of Exercise

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of

physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. **{N}** 4 credits
James Johnson
M W F 11–11:50 a.m.; lab W 1:10–3 p.m.

220b Psychology of Sport

An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. **{S}** 4 credits
Donald Siegel
M W F 11–11:50 a.m.

340b Current Research in Health Science

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. **{N}** 4 credits
Barbara Brehm-Curtis
T 1–2:50 p.m.

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

Performance Courses— Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally stu-

dents must take partial-credit courses in addition to a full course load. No course may be repeated for credit.

[901a Aerobic Dance]

Choreographed dance routines to music. 1 credit

901b Aerobic Dance

A repetition of 901a. 1 credit

To be announced

T Th 3–3:50 p.m.

[905a Badminton]

The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 16. 1 credit

905b Badminton

A repetition of 905a. 1 credit

To be announced

M W 2–2:50 p.m.

[905j Badminton]

1 credit

[910a Bicycling]

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. It will meet for the first seven weeks of the semester for two sessions per week. Prerequisite: ability to ride at least 15 miles in less than 90 minutes and access to a suitable bicycle. 1 credit

915a Canoeing

An introduction to solo and tandem paddling. Paddling and touring skills are taught in this course. Touring skills include map reading, packing, equipment, cooking and portaging. Students learn mostly flatwater paddling skills. This class meets for the first eight weeks of the fall semester. Students should plan for one weekend trip. Prerequisite: satisfactory swimming skills. Enrollment limited to 12. 1 credit

a: *To be announced*, T 1–2:50 p.m.

b: *James Johnson*, Th 3–4:50 p.m.

916b Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers dur-

ing the spring and meets for the last six weeks of the spring semester. The primary emphasis is on tandem canoeing on Class I and II rivers. Secondary emphasis is on solo canoeing and running Class III rivers. Prerequisite: 915a or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10 per section. *Classes begin March 24*. 1 credit

James Johnson

a: M 1:10–4 p.m.

b: F 1:10–4 p.m.

917b Kayaking

An introduction to flat and whitewater solo kayaking. This class begins in the pool with kayak rolling, moves to Paradise Pond for basic paddling skills and progresses to local fast water rivers. Students should expect to run Class II rapids and to spend at least two weekends on the river. *This class begins March 25*. Prerequisite: satisfactory swimming skills. Enrollment limited to eight per section. 1 credit

To be announced

Alternate T 3–4:50 p.m.

[920b Emergency Care]

The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid and CPR. Enrollment limited to 14. 2 credits

925a Beginner Equitation

A course to introduce the rider to horses and horsemanship, including basic skills in hunter seat equitation. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde

To be arranged

925b Beginner Equitation

A repetition of 925a. A fee is charged. Students *must* attend registration session, to be announced

in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

926a Low Intermediate Equitation

A course to improve basic skills in hunter seat equitation at the walk, trot, canter, and to introduce jumping. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

926b Low Intermediate Equitation

A repetition of 926a. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

927a Intermediate Equitation

A course to develop proficiency in the skills and techniques in hunter seat equitation on the flat and over simple jumping courses. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

927b Intermediate Equitation

A repetition of 927a. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

928a Advanced Equitation

A course which applies the skills and techniques in hunter seat equitation on the flat or dressage and advanced work over fences to horses of all

types. Focus on communication with horse and effectiveness in riding. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

928b Advanced Equitation

A repetition of 928a. A fee is charged. Students *must* attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit
Suzanne Payne, Ruth Taylor, Lisa Harvey, Doreen Garde
To be arranged

930a Fencing (Beginning)

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20 per section. 1 credit
Jacqueline Blei
a: T Th 9–9:50 a.m.
b: T Th 10:30–11:20 a.m.

930b Fencing (Beginning)

A repetition of 930a. 1 credit
Jacqueline Blei
T Th 9–9:50 a.m.

932b Fencing (Intermediate)

Development of compound attack and defense based on a combination of disengage, beat, lateral parries and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 930a or b or permission of the instructor. Enrollment limited to 16. 1 credit
Jacqueline Blei
T Th 10:30–11:20 a.m.

933a Beginning Golf

An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Field trip to a golf course may be scheduled. Equipment is provided. Enrollment limited to 16 per section. 1 credit

a: *James Babyak*, M W F 11 a.m.–noon
 b: *To be announced*, M W 1–2:30 p.m.
 Fall: course will meet first seven weeks of the semester

933b Beginning Golf

A repetition of 933a. Enrollment limited to 16 per section. 1 credit

a: *James Babyak*, M W F 11 a.m.–noon
 b: *Judy Strong*, M W 1–2:30 p.m.

Spring: course will meet last six weeks of the semester. *Classes begin March 24.*

935a Outdoor Skills I

This course is designed to introduce the fundamental elements of canoeing, orienteering, hiking and outdoor living. Students will learn how to plan for each activity including equipment, safety and nutrition. Students will also master basic skills to enhance their enjoyment of the outdoors. Students should plan for at least one overnight trip. Enrollment limited to 14. 2 credits

James Johnson
 T 3–4:50 p.m.

935b Outdoor Skills I

A repetition of 935a. 2 credits

Kathy Saltis
 W 1:10–3 p.m.

940a Physical Conditioning

The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 20 per section. 1 credit

a: M W 8–8:50 a.m.
 b: M W 2:40–3:40 p.m.
 c: T Th 2–3 p.m.

940b Physical Conditioning

A repetition of 940a. 1 credit

a: M W 8–8:50 a.m.
 b: M W 2:40–3:40 p.m.
 c: T Th 2–3 p.m.

945a Rowing

An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to

12 per section. 1 credit

Collette Crenshaw

a: M W 1:10–2:30 p.m.

b: T Th 10:30–11:50 a.m.

Fall: course will meet first seven weeks of the first semester.

945b Rowing

A repetition of 945a. 1 credit

Collette Crenshaw

M W 1–2:30 p.m.

Spring: course will meet final six weeks of the spring semester. *Classes begin March 24.*

950a Self-Defense I

Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized. Other topics include assertiveness training, date rape and personal defense weapons. Enrollment limited to 25 per section. 1 credit

a: *Crane Cesario*, M 7:30–8:50 p.m.

b: *Donna Betancourt*, T Th 9–9:50 a.m.

c: *Nancy Rothenberg*, T 1–2:50 p.m.

950b Self-Defense I

A repetition of 950a. 1 credit

a: *Donna Betancourt*, T Th 9–9:50 a.m.

b: *Nancy Rothenberg*, T 1–2:50 p.m.

950j Self-Defense I

Enrollment limited to 25. 1 credit

To be announced

To be arranged

[952b Self-Defense II]

Further development of self-confidence and skills learned in 950a or b. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: 950a or b, or permission of the instructor. Enrollment limited to 25. 1 credit

[952j Self-Defense II]

Enrollment limited to 25. 1 credit

955a Self-Paced Fitness

Introduction to the principles and methods of training to improve aerobic endurance. Students

are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program.

Enrollment limited to 20. 1 credit

Carla Coffey

T 10:30–11:50 a.m.

955b Self-Paced Fitness

A repetition of 955a. 1 credit

Carla Coffey

T 10:30–11:50 a.m.

960a Squash (Beginning)

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12 per section. 1 credit

Donald Siegel

T Th 2–2:50 p.m.

960b Squash (Beginning)

A repetition of 960a. Enrollment limited to 12. 1 credit

a: *Bonnie May*, M W 11–11:50 a.m.

b: *To be announced*, T Th 2–2:50 p.m.

[960j Squash (Beginning)]

1 credit

[962a Squash (Intermediate)]

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: permission of the instructor. Enrollment limited to 12. 1 credit

962b Squash (Intermediate)

A repetition of 962a. Enrollment limited to 12. 1 credit

Tim Bacon

T Th 10:30–11:20 a.m.

970a Swimming (Beginning)

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College swim-

ming test. Limited to 12 novice or non-swimmers. 1 credit

To be announced

To be arranged

[970b Swimming (Beginning)]

A repetition of 970a. 1 credit

971b Advanced Beginning Swimming

This course will focus on the improvement of swimming skills. Performance goals include being able to swim at least three different strokes at ARC level IV and swim at least 18 lengths of the pool in 30 minutes. Prerequisites: ability to swim at least two lengths of the pool. Enrollment limited to 14. 1 credit

To be announced

M W 10–10:50 a.m.

972a Swimming (Intermediate)

Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18. 1 credit

To be announced

M W 11–11:50 a.m.

[972b Swimming (Intermediate)]

A repetition of 972a. 1 credit

973b Swim Conditioning

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit

Mary O'Carroll

M W 11–11:50 a.m.

975a Springboard Diving

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight. 1 credit

Kim Bierwert

M W 2:40–3:30 p.m.

975b Springboard Diving

A repetition of 975a. Enrollment limited to eight. 1 credit

Kim Bierwert

M W 2:40–3:30 p.m.

976a SCUBA Diving

The use and care of equipment, safety and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. Enrollment limited to 20. 1 credit

David Stillman

W 7:30–10 p.m.

976b SCUBA Diving

A repetition of 976a. 1 credit

David Stillman

W 7:30–10 p.m.

[977a Synchronized Swimming]

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts and choreography of swimming routines. 1 credit

978a Lifeguard Training

American Red Cross Certification in Lifeguard training including First Aid and CPR for the Professional Rescuer plus Waterfront Lifeguard Module: aquatic rescue and lifeguarding skills. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10-pound brick from seven-foot depth and treading water for two minutes using legs only. Enrollment limited to 12. 2 credits

To be announced

T Th 10:30–11:50 a.m.

978b Lifeguard Training

A repetition of 978a. 2 credits

To be announced

T Th 10:30–11:50 a.m.

979b Water Safety Instructor

Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: rescue and safety skills, and swimming skills (crawl stroke, elementary backstroke, side-stroke, breaststroke, survival stroke and surface dive) at ARC Level VI proficiency. Enrollment limited to 15. 2 credits

Kim Bierwert

T Th 9–10:20 a.m.

980a Tai Chi

An introduction to the Chinese martial art that was developed more than 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 20. 1 credit

Richard Cesario

a: M W 8–8:50 a.m.

b: T Th 8–8:50 a.m.

980b Tai Chi

A repetition of 980a. 1 credit

Richard Cesario

a: M W 8–8:50 a.m.

b: T Th 8–8:50 a.m.

981a Tennis (Beginning)

The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section. 1 credit

a: *To be announced*, M W 8–8:50 a.m.

b: *Judy Strong*, M W 10–10:50 a.m.

c: *To be announced*, M W 1:30–2:20 p.m.

d: *To be announced*, T Th 2–2:50 p.m.

981b Tennis (Beginning)

A repetition of 981a. 1 credit

a: *To be announced*, M W 8–8:50 a.m.

b: *To be announced*, M W 10–10:50 a.m.

c: *To be announced*, M W 2:40–3:30 p.m.

d: *To be announced*, T Th 10:30–11:20 a.m.

982a Tennis (Intermediate)

The development of stroke production, shot direction and selection, and basic singles and doubles strategy. Enrollment limited to 16 per section. 1 credit

a: *To be announced*, M W 11–11:50 a.m.

b: *To be announced*, M W 2:40–3:30 p.m.

c: *To be announced*, T Th 3–3:50 p.m.

982b Tennis (Intermediate)

A repetition of 982a. 1 credit

a: *Christine Davis*, M W 11–11:50 a.m.

b: *Donald Siegel*, M W 1:30–2:20 p.m.

c: *To be announced*, T Th 3–3:50 p.m.

[985a Tennis (Advanced)]

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Enrollment limited to 16. 1 credit

985b Tennis (Advanced)

A repetition of 985a. 1 credit

Christine Shelton

T Th 2–2:50 p.m.

990a Yoga

Yoga postures, breathing and philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection. Enrollment limited to 20 per section. 1 credit

Deborah Neubauer

a: Th 1–2:50 p.m.

b: Th 3–4:50 p.m.

990b Yoga

A repetition of 990a. 1 credit

Deborah Neubauer

a: Th 1–2:50 p.m.

b: Th 3–4:50 p.m.

[992b Yoga (Experienced)]

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 990. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 990. Enrollment limited to 20. 1 credit

Performance Courses— Noncredit

X10 Aerobic Dance

fall a: M W 7:30–8:20 p.m.

b: T Th 5–5:50 p.m.

c: F 2:30–3:20 p.m.

spring a: M W 7:30–8:20 p.m.

b: T Th 7:30–8:20 p.m.

c: F 2:30–3:20 p.m.

Riding

Noncredit riding instruction and participation in competitive riding are available at Smith College. The courses of instruction offered each year in-

clude Beginning, Intermediate and Advanced Equitation; Beginning, Intermediate and Advanced Equitation over Fences and Dressage. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance course credits. Course selection for the minor must be approved by a faculty adviser.

Graduate Courses

Adviser: Donald Siegel.

[501a Seminar in Administration of Athletic Teams]

The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. To be offered in 1997–98. 2 credits

[502b Seminar in Philosophy and Ethics of Coaching]

Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from con-

temporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches. To be offered in 1997–98. 2 credits

504b Current Issues in Coaching

This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor. 2 credits

Christine Shelton and Lynn Oberbillig

To be arranged

505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 2 credits
Christine Shelton and Lynn Oberbillig
To be arranged

505b Theoretical and Practical Foundations of Coaching

A repetition of 505a. 2 credits
Christine Shelton and Lynn Oberbillig
To be arranged

506a Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505a or b. 2 credits
Christine Shelton and Lynn Oberbillig
To be arranged

506b Advanced Practicum in Coaching

A repetition of 506a. 2 credits
Christine Shelton and Lynn Oberbillig
To be arranged

507a Colloquium in Critical Thinking and Research in Coaching

A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit

Members of the Department and Coaches
W 7–8:15 p.m.

507b Colloquium in Critical Thinking and Research in Coaching

A repetition of 507a. 1 credit
Members of the Department and Coaches
W 7–8:15 p.m.

[510b The Anatomical and Mechanical Analysis of Movement]

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. To be offered in 1997–98. {N} 4 credits

515b Exercise Physiology

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. {N} 4 credits
James Johnson
M W F 9–9:50 a.m.

530a Research and Statistical Methods for Exercise and Sport Studies

Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. {M} 4 credits
Barbara Brehm-Curtis
T Th 9–10:20 a.m.

[540a Microcomputers in Exercise and Sport Studies]

Examination of computer utilization in the organization and administration of physical activity programs. Major course components include: (a) wordprocessing, (b) graphics and animation, (c) spreadsheets, (d) databases, (e) biomechanical analysis, (f) nutritional and health analysis, (g) computer-assisted learning and (h) Internet resources. To be offered in 1997–98. {M} 4 credits

[550a Women in Sport]

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to

historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. To be offered in 1997–98. **{S}** 4 credits

560a Supervised Teaching in Physical Education

Individually arranged. 4 credits

560b Supervised Teaching in Physical Education

A repetition of 560a. 4 credits

565a Seminar in Skill Acquisition and Performance

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. **{N}** 4 credits

Donald Siegel

M W 9–9:50 a.m.; lab F 9–10:50 a.m.

[570b Seminar in Sport Psychology]

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation and the effect of stress on performance. Students are required to do independent research. To be offered in 1997–98. **{S}** 4 credits

575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. **{N}** 2 credits

Louise Goodrum

T Th 9–10:20 a.m.

580a Special Studies

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually. 1 to 4 credits

Members of the Department

580b Special Studies

1 to 4 credits

590a Thesis

4 credits

590b Thesis

4 credits

590d Thesis

8 credits

Film Studies

Assistant Professor

²Norman Cowie, M.F.A. (Five College Visiting Assistant Professor)

Instructor

Ben Singer, M.A.

Lecturer

¹Justin West, M.F.A.

Advisers

Dean Flower, Professor of English Language and Literature, *Director (Fall)*

Hans R. Vaget, Professor of German Studies and of Comparative Literature, *Director (Spring)*

Barbara Kellum, Associate Professor of Art

200a Introduction to Film Studies

An examination of the dominant model of Classical Hollywood cinema in comparison with modernist and non-Western forms based on alternative principles of time, space, continuity and storytelling. Students gain mastery of terms, concepts and methods necessary for the analysis of visual style, sound, narration and formal structure. The course will also introduce some of the central debates in film theory relating to the nature of the photographic image, ideology, psychoanalysis and feminism. Screening fee. {A} 4 credits

Ben Singer

W 2:40–4 p.m., Th 4–4:50 p.m.; screening time

W 7:30–9:30 p.m.

[GER 228b The New German Cinema]

GER 229a Classic German Cinema (1919–1931): From *Caligari* to *M*

In English. Screening fee. 4 credits

Robert Davis

M W 1:10–2:30 p.m.; screening time T 7:30–9:30 p.m.

[231b Great Directors]

A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. {A} 4 credits

241a Genre/Period

Topic for 1996–97: Japanese Cinema. A survey of the history of Japanese cinema, analyzing films both as social texts reflecting aspects of Japanese identity and culture and as aesthetic texts both influenced by and distinct from Western models of filmmaking. Canonical films by Kinugasa, Ozu, Mizoguchi, Kurosawa, Naruse, Oshima and others are studied, along with more recent popular-culture works in horror, comedy and “anime.”

Screening fee. {A} 4 credits

Ben Singer

M 7–10 p.m. (includes screening), T 3–4 p.m.

241b Genre/Period

Topic for 1996–97: Moviegoing in America, 1895 to the Present. An examination of the changing nature of the moviegoing experience in the cinema's transitions from peep show, nickelodeon, picture-palace and cineplex. Discussion of the social composition of audiences with respect to class, sex, ethnicity, race and age in different periods and contexts. Analysis of the socio-political relationships between dominant culture and minority or fractional audiences of various kinds. Students will participate in collaborative research on the history of film exhibition in Holyoke, Springfield, Northampton and Amherst in the last century. Screening fee. {H/A} 4 credits

Ben Singer

M W 2:40–4 p.m.; screening time T 3–4:50 p.m.

[FRN 244a French Cinema]

In English. Screening fee. 4 credits

281a Video Field Production

An introduction to video production which offers a solid technical grounding in camerawork, editing, building pictorial continuity and developing a narrative, with emphasis on awareness of the relations between form and content. Class work will involve individual and group production, as well as discussion and critique. Prerequisite: 200a (which may be taken concurrently). Admission by permission of the instructor. Enrollment limited to 16.

{A} 4 credits

Justin West

M W 7:30–9:30 p.m.

282b Studies in the Moving Image

An introductory course in the theory and practice of film and video production. Exploration of the historical, theoretical and critical contexts that inform independent film and video production today. Students will work on individual and collaborative projects, primarily in video. Particular attention will be given to the work of independent producers, to the contributions of contemporary criticism and to the field of the moving image-and-sound as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Enrollment limited to 16. Screening fee. (E)

{A} 4 credits

Norman Cowie

T Th 1–2:50 p.m.; screening time T 3–4:50 p.m.

[ARH 292b Film and Art History (C)]

4 credits

310b Hypermedia Theory and Practice: Explorations in Film Analysis

Working with authoring software in a multimedia lab, students create hypermedia projects focusing on topics in film history, aesthetics or theory. Students will acquire technical know-how, explore design issues and assess hypermedia's promise as a pedagogic tool in film studies. Readings and discussions examine recent critical and theoretical writings about hypermedia, including questions of hypermedia's relation to contemporary literary and cultural theory. No background in computer

programming is required. Laboratory fee. Prerequisite: 200a or the equivalent, or two other film studies courses. Enrollment limited to 8. 4 credits

Ben Singer

T Th 1–2:50 p.m.

[349a Women and Cinematic Representation]

4 credits

[350b Questions of Cinema]

4 credits

AAS 350b Seminar: Race and Representation: African-Americans in Film

4 credits

Ann Arnett Ferguson

T 3–4:50 p.m.; screening time W 7–10 p.m.

351b Film Theory

This seminar explores main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory. Screening fee. Fulfills film theory requirement for the minor. Prerequisite: 200a or the equivalent. **{A}** 4 credits

Ben Singer

M 7–10 p.m. (includes screening), Th 7:30–8:30 p.m.

[361b Semiotic Perspectives for the Cinema]

{A}

4 credits

GOV 366a Seminar: Ideology, Culture and Politics

4 credits

Philip Green

Th 3–4:50 p.m.; screening times T 3–4:50 p.m. and W 7:30–10 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Adviser: Ben Singer.

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200a	Introduction to Film Studies
FLS 351b	Film Theory

Electives:

[ARH 292b	Film and Art History]
[FLS 231b	Great Directors]
FLS 241a	Genre/Period
FLS 241b	Genre/Period
FLS 281a	Video Field Production
FLS 282b	Studies in the Moving Image
FLS 310b	Hypermedia Theory and Practice
[FLS 349a	Women and Cinematic Representation]
[FLS 350b	Questions of Cinema]
[FLS 361b	Semiotic Perspectives for the Cinema]
[FRN 244a	French Cinema]
GER 229a	Classic German Cinema
GOV 366a	Ideology, Culture and Politics
[ITL 342a	Italian Cinema]

Foreign Language Literature Courses in Translation

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pp. 65–67 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 227a	Classical Mythology	EAL/JPN 240b	Japanese Language and Culture
[CLS 228a	The Tragic View]	[EAL/JPN 241a	Classical Japanese Literature]
CLS 230b	The Historical Imagination	EAL/JPN 242b	Modern Japanese Literature
[CLS 233b	Constructions of Gender and Sexuality in Greco-Roman Culture]	EAL/KOR 251a	Modern Korean Literature
		GER 227b	Topics in German Literature: America and the Germans
		RUS 126a	Readings in 19th-Century Russian Literature
		RUS 127b	Readings in 20th-Century Russian Literature
		[RUS 235a	Tolstoy]
		[RUS 235b	Dostoevsky]
		[RUS 236b	Russian Drama]
		[RUS 237b	The Heroine in Russian Literature from <i>The Primary Chronicle</i> to Turgenev's <i>On the Eve</i>]
EAL/CHI 232b	Modern Chinese Literature	[RUS 239a	Major Russian Writers]
[EAL/CHI 233a	The Chinese Literary Tradition: From Early Times to the T'ang]		
[EAL/CHI 234b	The Chinese Literary Tradition: T'ang to the Ch'ing]		

French Language and Literature

Professors

Ruth J. Simmons, Ph.D.

§Marie-José Madeleine Delage, Lic. ès L., D.E.S.,

Docteur en Histoire

§Patricia Weed, Ph.D.

Lawrence Alexander Joseph, Ph.D.

†James J. Sacré, Ph.D.

†David R. Ball, Lic. ès L., Docteur en Littérature
Générale et Comparée (French Language and
Literature and Comparative Literature)

†Marilyn Schuster, Ph.D. (French Language and
Literature and Women's Studies)

Mary Ellen Birkett, Ph.D.

Associate Professors

Ann Leone, Ph.D., *Chair*

Martine Gantrel, Agrégée de l'Université, Docteur
de Troisième Cycle en Littérature Française

Denise Rochat, Ph.D.

Eglal Doss-Quinby, Ph.D.

Janie Vanpée, Ph.D.

Assistant Professors

Leyla Ezdinli, Ph.D.

Susan Silver, Ph.D.

Instructor

Jonathan Gosnell, M.A.

Lecturer

Christine Cano, M.Phil.

Visiting Lecturer from the École Normale in Paris

Stéphanie Loubère

Mendenhall Fellow

Curtis Small, Jr.

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be at the 250 level or above. Qualified students may apply for residence in La Maison Française, Dawes House.

Course in English

This course will not count toward either of the French majors or toward Junior Year Abroad preparation.

150a Colloquium: French Literature in Translation

Topic for 1996–97: Travel and Transformation. An introduction to the literary themes and cultural questions raised by French novels from the 18th to the 20th centuries. Authors to include Montesquieu, Graffigny, Balzac, Sand, Zobel. Enrollment limited to 20. Preference given to first-year students. This course will not count toward the French major or toward preparation for JYA in Paris or Geneva. (E) {L} 4 credits

Leyla Ezdinli

T Th 9–10:20 a.m.

Language

Credit is not granted for the first semester only of an introductory language course.

101d Accelerated Beginning French

An accelerated introduction to spoken and written French in which students develop oral proficiency, read French and Francophone texts and write.

Through the study of videos, recordings, French TV and, eventually, poems and short stories, students gain an appreciation of French culture and patterns of thought as they develop fluency in the language. Students normally go on to French 220 or 230 and may become eligible for study in Paris or Geneva their junior year. Class meetings four days a week and daily work in the Center for Foreign Languages and Cultures (CFLAC). Enrollment limited to 16 per section. {F} 10 credits

Sec. A: *Ann Leone*, M T W F 8–8:50 a.m.; Sec. B: *Christine Cano*, M T W F 9–9:50 a.m.; Sec. C: *Jonathan Gosnell*, M W F 10–10:50 a.m., T 10:30–11:20 a.m.

120a Intermediate French

Oral work and grammar review. The course will progress from emphasizing listening and speaking (videos, laboratory exercises, discussion) to reading short texts and developing writing skills. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 101d. Four class hours per week plus laboratory. Enrollment limited to 16 per section. {F} 4 credits

Sec. A: *Susan Silver*, M T W F 8–8:50 a.m.; Sec. B: *Mary Ellen Birkett*, M W F 11 a.m.–12:10 p.m.; Sec. C: *Janie Vanpée*, M W F 1:10–2:30 p.m.

220a High Intermediate French

Comprehensive grammar review through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, 101d or 120, or permission of the department. {F} 4 credits

Sec. A: *Denise Rochat*, M W F 9–9:50 a.m.; Sec. B: *Stéphanie Loubère*, M W F 10–10:50 a.m.; Sec. C: *Susan Silver*, M W F 10–10:50 a.m.; Sec. D: *Stéphanie Loubère*, M W F 11–11:50 a.m.; Sec. E: *Susan Silver*, M W F 1:10–2 p.m.

220b High Intermediate French

A repetition of 220a. {F} 4 credits

Sec. A: *Mary Ellen Birkett*, M W F 9–9:50 a.m.;

Sec. B: *Martine Gantrel*, M W F 11–11:50 a.m.

235b Advanced Intermediate French:

Conversation and Composition

Extensive practice in oral expression and written communication. Using French television, the World Wide Web and other print and non-print resources, the course will develop fluency in speaking, listening and writing while focusing on the language of business and commerce, international relations in the Francophone world and other cultural topics. In-class activities include vocabulary acquisition exercises, role-plays, debates, interviews, *exposés* and discussions. No formal grammar presentations or comprehensive grammar review. Prerequisite: 220 or permission of the instructor. Enrollment limited to 16. {F} 4 credits

Eglal Doss-Quinby

T Th 10:30–11:50 a.m.

255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression. Using authentic cultural materials—French films and television programs such as round table discussions, formal interviews, intellectual exchanges; documentary reporting—students will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal *exposés* and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14. {F} 4 credits

Martine Gantrel

M T W Th F 9 a.m.–4 p.m. plus laboratory. January 6 to January 24, 1997.

300a Writing (Like the) French

Writing on opposing sides of current social issues in French and Francophone cultures. Reading, debating and writing about questions such as nationalism, the new Europe, immigration, the environment, public health, cultural wars. Emphasis

on rhetoric and forms specific to French argumentation—*compte rendu*, *résumé de texte*, *dissertation*. Review of more difficult points of grammar, especially as they relate to organizing a cogent argument. Open to students with a previous French course at the 250 level or above, or by permission of the instructor. Enrollment limited to 15. {F} 4 credits

Janie Vanpée

M W F 11 a.m.–12:10 p.m.

385b Stylistics

Composition, translations, analyses of various oral and written French styles. {F} 4 credits

Eglal Doss-Quinby

T Th 1–2:50 p.m.

Intermediate Courses in Literature and Culture

230a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of 230. Prerequisite: 220 or permission of the instructor. {L/F} 4 credits

A. Childhood and Self-Discovery

An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 19th- and 20th-century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle and others. {L/F}

Stéphanie Loubère

M W F 1:10–2:30 p.m.

B. Quest for Identity

Who am I? Is the self unified or divided? What is its relation to others? These questions, addressed by a number of 20th-century writers, will be the central focus in a course which aims to introduce the fundamental concepts of literary criticism. Reading of poems, plays, stories and novels by Cocteau, Ionesco, Gide, Supervielle and Duras. {L/F}

Lawrence Joseph

T Th 9–10:20 a.m.

C. Fantasy and Madness

A study of the imagination, its powers and limits in the individual and society, its role in the literary tradition. Such authors as Maupassant, Supervielle, Giraudoux, Alain-Fournier. {L/F}

Lawrence Joseph

T Th 10:30–11:50 a.m.

230b Readings in Modern Literature

4 credits

A. Childhood and Self-Discovery

A repetition of 230a A.

Stéphanie Loubère

M W F 10–10:50 a.m.

[B. Fantasy and Madness]

A repetition of 230a C. {L/F}

C. North African Voices, Ambiguous Identities

Focus on colonial Algeria and the politics of cultural identity. Socio-historical study of novels and essays by North African authors of European, Arab, Jewish and Berber descent, from 1930–1960. Authors such as Camus, Mohammed Dib, Elissa Rhaïss and others. (E) {S/F} 4 credits

Jonathan Gosnell

M W F 9–9:50 a.m.

[240b French and Francophone Literature and Culture]

A study of literary and cultural topics through a variety of texts. A student may take only one section of 240. {L/F} Prerequisite: 220, 230 or permission of the instructor.

4 credits

Studies in Genre

241a Men and Women of Letters

Readings of political correspondence and autobiographical texts by Jean-Paul Sartre and Simone de Beauvoir. Topics will include the role of the intellectual in 20th-century France, feminism and issues of class and colonialism. (E) {S/F} 4 credits

Jonathan Gosnell

M W F 9–9:50 a.m.

242b Comic Theatre

Laughter, incredulity and resistance are all likely responses to comic theatre. How does stage drama work differently from other forms of fiction to influence its readers and spectators? Readings may include medieval farces, as well as plays by Molière, Beaumarchais, Musset, Ionesco and Beckett, among others. Prerequisite: 220, 230 or permission of the instructor. **{L/F}** 4 credits

Susan Silver

T Th 1–2:50 p.m.

243b The Art and Craft of the Short Story

The short story in France started in the Middle Ages with Marie de France, found its “lettres de noblesse” in the 16th century with another woman, Marguerite de Navarre, and flourished in the 19th century with Maupassant, Mérimée and others. Since then, it has become a rich and eclectic genre, one with a pervading sense of black humor and irony which makes it particularly well suited for the expression of our “fin de siècle” sensibility. The short story is practiced today by some of France’s best and most original authors, among whom are many first-rate women writers. Authors may include Marie de France, Marguerite de Navarre, Mérimée, d’Aurévilly, Villiers de Lisle Adam, Maupassant, C. Bille, Sallenave, Saumont, Le Clézio, Cl. Pujade-Renaud and others. Prerequisite: 230 or permission of the instructor. **{L/F}** 4 credits

Denise Rochat

M W F 11 a.m.–12:10 p.m.

[244a French Cinema]

Given in French in alternate years; no prerequisites when given in English. **{L/A/F}** 4 credits

260a The Novel

This course will study how pivotal novelists of the 19th and 20th centuries shape their literary vision of the world and lead the reader to share it. Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above 230 or permission of the instructor. **{L/F}** 4 credits

Denise Rochat

M W F 11 a.m.–12:10 p.m.

260b The Novel

A repetition of 260a. **{L/F}** 4 credits

Susan Silver

T Th 9–10:20 a.m.

Contemporary Culture

251b The French Press

An examination of contemporary French culture in periodicals such as *Le Monde*, *L’Express*, *Le Nouvel Observateur* and others. Problems including the role of the media, education and youth, French politics and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied. There will be a fee for course materials. Prerequisite: a course above 220 or permission of the instructor. **{S/F}** 4 credits

Sec. A: *Martine Gantrel*, M W F 9–9:50 a.m.; Sec.

B: *Jonathan Gosnell*, M W F 11 a.m.–12:10 p.m.;

Sec. C: *Stéphanie Loubère*, M W F 1:10–2 p.m.

261a Issues in French Cultural Studies

An introduction to the study of contemporary French culture. Topics include the architecture of the capital; the ideology of center and periphery in the cultural institutions of advertising, cinema, graffiti and rap; sexuality and AIDS; colonial history and decolonization; immigration. Prerequisite: a course above 230 or permission of the instructor. **{S/F}** 4 credits

Leyla Ezdinli

T Th 10:30–11:50 a.m.

Period Studies

253a Medieval and Renaissance France

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits

Eglal Doss-Quinby

T Th 9–10:20 a.m., screening times to be arranged

254b France Before the Revolution: The Ancien Régime

From Versailles to the guillotine: a study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits

Mary Ellen Birkett

M W F 11 a.m.–12:10 p.m., screening times to be arranged

CLT 272b Women Writing: 20th-Century Fiction

4 credits

Leyla Ezdinli

T Th 10:30–11:50 a.m.

CLT 283b Dada and Surrealism

A study of two of the most influential avant-garde movements of this century. Setting out to destroy traditional modes of thought, behavior and expression, they hoped to change not only art and literature but life itself. The course aims to place these movements in their historical context, analyze their theoretical pronouncements and assess some of their major achievements, primarily in literature but also in the visual arts. It will focus on works by Marinetti, Tzara, Breton, Aragon, Eluard, Leonora Carrington, Artaud, Dali, Bunuel, Schwitters and Ernst. **{L/A}** 4 credits

Lawrence Joseph

T Th 10:30–11:50 a.m.

Advanced Courses in Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

[310b Medieval Literature]

{L/F} 4 credits

[320a Renaissance Literature]

{L/F} 4 credits

[330a 17th-Century Literature]

{L/F} 4 credits

340b 18th-Century Literature

Topic for 1996–97: “Family Values” in the Enlightenment. The debate over woman’s changing legal, civil, social, sexual and cultural status and her role in the family as represented in the fiction and philosophical texts of the Enlightenment. Readings from l’Abbé Prévost, Françoise de Graffigny, Diderot, Rousseau, Isabelle de Charrière, the *Encyclopédie*, Laclos, Sade and some legal documents and treatises. **{L/F}** 4 credits

Janie Vanpée

T Th 10:30–11:50 a.m.

350a The Romantic Revolution

A study of social conflict and questions of cultural identity in the literature of the first half of the 19th century. Works by Rousseau, Chateaubriand, Hugo, Musset, Sand, Duras, Stendhal, Balzac and others. **{L/F}** 4 credits

Mary Ellen Birkett

M W F 10–10:50 a.m.

355b From Realism to Fin de Siècle

Fiction and poetry of the second half of the 19th century by such authors as Flaubert, Zola, Huysmans, Baudelaire, Mallarmé. Topics: realism; naturalism and the scientific awakening; symbolism and decadence. **{L/F}** 4 credits

Lawrence Joseph

T Th 9–10:20 a.m.

360b 20th-Century Literature

This course will focus on the various representations and meanings of childhood and adolescence in works by some of this century’s major writers.

Authors such as Proust, Colette, Sarraute, Le Clézio, Agota Kristof and others. **{L/F}** 4 credits

Denise Rochat

M W F 1:10–2:30 p.m.

380a Contemporary Culture

Topic for 1996–97: The Year 1913. During what is arguably the most brilliant year in France’s modern cultural history, when the cubist painters perplexed a conventionally minded bourgeoisie and Stravinsky’s *Sacre du Printemps* provoked a riot at its first performance at the Ballets Russes, the

forces of tradition also faced a sudden surge of writing of astonishing originality. The appearance of these texts set the terms for developments in literature for the rest of the century. Our course will place this cultural conflict in a wider historical context, focusing on texts by Martin du Gard, Barrès, Anna de Noailles, Colette, Alain-Fournier, Claudel, Proust, Larbaud, Cendrars and Apollinaire. **{L/F}** 4 credits

Lawrence Joseph

T Th 1–2:50 p.m.

389b Senior Colloquium in French Culture

A course for seniors designed to coordinate the work of the major in French Studies. Topic for 1996–97: National Identity and Ethnic Minorities in Contemporary France: The Emerging “Beur” Movement. Who are the “Beurs,” the French children of Arab immigrants, and what do their novels and autobiographies, their films and music, and their political movements reveal about contemporary French culture and society? What does it mean to be “French” in 1997, and how are the “Beurs” influencing the debate about French national identity and its impact on the future of Europe? We will study this cultural phenomenon from a variety of perspectives: historical background, sociological data and interpretations, psychoanalytic analyses of exile and immigration, as well as the art produced by the Beurs themselves. **{F/L/S}** 4 credits

Janie Vanpée

T Th 3–4:50 p.m.

404a Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits

404b Special Studies

4 credits

Seminars

Prerequisite: one course at the 300 level.

365b Francophone Literature and Culture

Topic for 1996–97: Literature of the Caribbean. An exploration of the poetics, theory and politics of Caribbean writing from the *Négritude* movement through the elaboration of the notions of *Antillanité* and *Créolité*. Works by authors such as Aimé Césaire, Edouard Glissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Michelle Cliff, Derek Walcott. Readings in French and English. Offered in English. Prerequisites: One course in French literature at the 300 level, or two courses in Comparative Literature. Offered as a seminar for 1996–97 only. Permission of the French department required. **{L}** 4 credits
Leyla Ezdinli and Ruth Simmons
W 1:10–3 p.m.

391a Theme and Form in French Literature

Topic for 1996–97: Women Writers of the Middle Ages and Renaissance. The love letters of Heloise, the *lais* and fables of Marie de France, the songs of the women troubadours, Old French *chansons de femme*, Christine de Pizan's *Book of the City of Ladies*, Marguerite de Navarre's *Heptaméron*, and the poetry of Louise Labé, Pernette du Guillet and Catherine des Roches. **{L/F}** 4 credits
Eglal Doss-Quinby
Th 3–4:50 p.m.

[393a French Thought]

4 credits

394a Studies in 19th-Century Literature

Topic for 1996–97: Representing Femininity: The Case of Domestic Servants. The seminar will investigate how the representation of female domestic servants in 19th-century fiction has promoted new ways of writing and thinking about women and their role in society, while expanding literary realism out of its conventional boundaries. Readings will include novels by Balzac, the Goncourts, Flaubert, Sand, Zola and Maupassant. **{L/F}** 4 credits

Martine Gantrel

T 3–4:50 p.m.

[395b Studies in 20th-Century Literature]

4 credits

The Majors

Advisers: Members of the Department.

Study Abroad in Paris or Geneva

Advisers: Denise Rochat—Geneva
Mary Ellen Birkett—Paris

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be at the 250 level or above.

French Language and Literature

Requirements:

1. The basis for the French language and literature major: 253 or 254 or an equivalent accepted by the department;
2. Nine additional four-credit courses to be taken in the French department and distributed as follows:
 - a. 300a, followed by 385b;
 - b. a seminar in French language, literature or culture, to be taken in the senior year;
 - c. six additional semester courses (200 or 300 level), of which four must be literature courses at the 300 level.

A major must take at least two courses in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

Students majoring in French literature are encouraged to take CLT 300 Contemporary Literary Theory.

French Studies

Requirements:

1. The basis for the French studies major: 253 or 254 or an equivalent accepted by the depart-

ment;

2. Seven four-credit courses in the French department distributed as follows:
 - a. 300a, followed by 385b;
 - b. 389, a course designed to coordinate the work of the major in French studies, to be taken in the senior year;
 - c. a 300-level course or a seminar in French language, literature or culture, to be taken in the senior year;
 - d. three additional four-credit courses in French literature or culture, of which two must be at the 300 level;
3. Two other four-credit courses chosen from the French department (200 or 300 level) or from appropriate offerings in other departments or Junior Year Abroad programs (a list is available annually from the department).

A major must take at least one course in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

Honors

Director: Lawrence Joseph.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective

entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

Graduate

Adviser: Janie Vanpée.

580a Advanced Studies

Arranged in consultation with the department.

4 credits

580b Advanced Studies

4 credits

580d Advanced Studies

8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Geology

Professors

H. Robert Burger, Ph.D.

H. Allen Curran, Ph.D.

Brian White, Ph.D.

John B. Brady, Ph.D., *Chair*

Robert M. Newton, Ph.D.

Lecturers

Ann Moss Burger, M.A.

Amy Larson Rhodes, M.S.

Research Associate

Casey Ravenhurst, Ph.D.

Students contemplating a major in geology should elect 111a or b or 108b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

105b Natural Disasters: Understanding and Coping

An analysis of earthquakes, floods, hurricanes, volcanic eruptions, landslides and tornadoes. Topics include the current status of predicting disasters, how to minimize their impact, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors. {N} 4 credits

Robert Burger

M W F 2:40–3:40 p.m.

108b Oceanography

An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. {N} 4 credits

Allen Curran

M W F 9–9:50 a.m.; lab M 1:10–4 p.m. or T 1–3:50 p.m. or W 1:10–4 p.m. or Th 1–3:50 p.m.

109a The Environment

A study of the interrelationships between various elements of the earth's environment and human

activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards and land-use planning.

{N} 4 credits

Amy Rhodes

T Th 10:30–11:50 a.m.

111a Introduction to Earth Processes and History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages and dinosaur habitats. {N} 4 credits

Robert Burger

M W F 10–10:50 a.m.; lab M 1:10–4 p.m. or T 1–3:50 p.m. or Th 1–3:50 p.m.

111b Introduction to Earth Processes and History

A repetition of 111a. {N} 4 credits

Amy Rhodes

M W F 11 a.m.–12:10 p.m.; lab M 1:10–4 p.m. or Th 1–3:50 p.m.

221a Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic prob-

lems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111a or b, or 108b. **{N}** 4 credits

John Brady

T Th 9–10:20 a.m.; lab Th 1:10–4 p.m.

222b Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221a. **{N}** 4 credits

John Brady

T Th 9–10:20 a.m.; lab Th 1:10–4 p.m.

231a Invertebrate Paleontology and Paleogeology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleogeology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. **{N}** 4 credits

Allen Curran

M W F 11 a.m.–12:10 p.m.; lab W 1:10–4 p.m.

232a Sedimentology

A study of modern sedimentary environments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Field work in the Connecticut Valley and weekend field trips to Plum Island and New York State. Prerequisites: 111a or b, or 108b. **{N}** 4 credits

Brian White

T Th 10:30–11:50 a.m.; lab T 1–3:50 p.m.

[235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis]

An introduction to the principles and practice of scanning electron microscopy and energy disper-

sive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) To be offered in 1997–98. **{N}** 1 credit

John Brady, Richard Briggs (Biology), Robert Newton

241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Weekend field trip to Connecticut and New York State. Prerequisite: 111a or b, or any 200-level geology course. **{N}** 4 credits

Robert Burger

M W F 9–9:50 a.m.; lab T 1–4 p.m.

251b Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b, or 108b. **{N}** 4 credits

Robert Newton

M W F 10–10:50 a.m.; lab M 1:10–4 p.m.

[270j Carbonate Systems and Coral Reefs of the Bahamas]

A field-oriented course to examine in detail the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introduc-

tory-level geology course and permission of the instructors. Enrollment limited to 16. To be offered in 1997–98. {N} 3 credits

Allen Curran, Brian White

PPL 303b Seminar in Public Policy for Marine and Coastal Resources

309a Groundwater Geology

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem.

Prerequisites: 111a or b and MTH 111a or b. Enrollment limited to 14. {N} 4 credits

Robert Newton

M W F 10–10:50 a.m.; lab M 1:10–4 p.m.

[311a Environmental Geophysics]

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: 111a or b, two geology courses at the intermediate level and MTH 111a or b. Enrollment limited to 12. To be offered in 1998–99. {N} 4 credits

Robert Burger

334b Carbonate Sedimentology

A detailed study of the formation, deposition, lithification and diagenesis of carbonate sediments. Topics include modern carbonate-producing environments and the history of carbonate rocks from the Precambrian to the present. Class meetings will include faculty and student presentations and practical work with thin sections and hand samples. One weekend field trip to classic carbonate localities in New York State. Prerequisite: 232a. Enrollment limited to 14. {N} 4 credits

Brian White

W 1:10–4 p.m., Th 7–10 p.m.

361b Tectonics and Earth History

A study of the interactions between global tectonic

processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed in the rocks and fossils of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently. {N} 4 credits

Brian White

T Th 10:30–11:50 a.m.

400a Advanced Work or Special Problems in Geology

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

2 or 4 credits

Members of the Department

400b Advanced Work or Special Problems in Geology

2 or 4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 1997, Brian White; for the class of 1998, Allen Curran; for the class of 1999, Robert Burger; for the class of 2000, Robert Newton.

Adviser for Study Abroad: Robert Burger.

Basis: 111a or b, or 108b.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111a or b, 231a, 232a, 251b, 361b and an elective course. A student concerned about environmental and resource issues might take 111a or b, 108b, 109a, 221a, 232a and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111a or b, or 108b and a total of no more than three courses at the 100 level.

Honors

Director: Brian White.

430d Thesis
8 credits

432d Thesis
12 credits

Basis: 111a or b, or 108b.

Requirements: seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors an interterm course. Normally the course takes place one year in the Bahamas and the following year in Death Valley, California. The Bahamas course concentrates on modern and ancient coral reefs and carbonate environments and utilizes the facilities of the Bahamian Field Station on San Salvador Island. The Death Valley course focuses on the currently active structural and geomorphologic processes responsible for Death Valley's present landscape.

The geology department is a member of the Keck Geology Consortium, a group of 12 liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Professors

*Hans Rudolf Vaet, Ph.D. (German Studies and Comparative Literature)
Jocelyne Kolb, Ph.D., *Chair*

Associate Professors

Margaret Skiles Zelljadt, Ph.D.
§Gertraud Gutzmann, Ph.D.
Joseph George McVeigh, Ph.D.

Instructor

Kristina von Held, M.A.

Lecturer and Director of the Center for Foreign Languages and Cultures

Robert Chapin Davis, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 101d, 120 or 220.

Students who plan to major in German Literature Studies or German Culture Studies or who wish to spend the junior year in Hamburg, Germany, should take German in the first two years. Courses in European history and in other literatures are also recommended.

German Language

Credit is not granted for the first semester only of the introductory language course.

101d Accelerated Elementary German

An intensive introduction to German with emphasis on the development of oral proficiency and the acquisition of skills in reading and writing. Through the integration of audio and video materials, German television programs and film excerpts, as well as a variety of authentic texts, students learn the language within its cultural context. Class meetings four days per week and daily media work in the Center for Foreign Languages and Cultures (CFLAC). Enrollment limited to 16

per section. {F} 10 credits

Kristina von Held, M T W F 8–8:50 a.m.; *Margaret Zelljadt*, Director, M W F 10–10:50 a.m., Th 4–4:50 p.m.

120a Intermediate German I

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing and aural comprehension. Prerequisite: two entrance units or 100d. {F} 4 credits

Margaret Zelljadt

M W F 11 a.m.–12:10 p.m.

220a Intermediate German II

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120a or permission of the instructor. {F} 4 credits

Kristina von Held

M W F 11 a.m.–12:10 p.m.

220b Intermediate German II

A repetition of 220a. {F} 4 credits

Margaret Zelljadt

M W F 11 a.m.–12:10 p.m.

221a Conversation and Composition

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Joseph McVeigh

M W F 11 a.m.–12:10 p.m.

221b Conversation and Composition

A repetition of 221a. {F} 4 credits

Kristina von Held

M W F 11 a.m.–12:10 p.m.

340a Advanced Studies in Translation and Style

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor. {F} 4 credits

Jocelyne Kolb

T Th 10:30–11:50 a.m.

German Literature and Culture

225a Readings in German Literature: Childhood and Memory

An introduction to the study of German literature. The course is designed to develop skills in oral expression, expository writing and the fundamentals of literary analysis. Prerequisite: 221 or permission of the instructor. {F} 4 credits

Joseph McVeigh

T Th 10:30–11:50 a.m.

226b The Culture of Cities: Berlin, Vienna, Munich 1820s–1920s

Berlin, Vienna and Munich as sites of modern culture: the importance of the salon, the *Kaffeehaus*, the theater and the university for the work of Hoffmann, Heine, Fontane, C.M. von Weber, Schinkel in Berlin; Schnitzler, Hofmannsthal, Freud, Mahler, Klimt in Vienna; Thomas Mann, Stefan George, Richard Strauss, Kandinsky in Munich. Prerequisite: 221 or permission of the

instructor. {L/H/A} 4 credits

Jocelyne Kolb

M W 1:10–2:30 p.m.

326a Narratives of the Nation, 1806–1990: Literature, Philosophy, Music, Cinema

We will investigate a variety of texts in which nationhood is the subject or the impetus. We will consider how writers, philosophers, composers and filmmakers have helped to shape, and to challenge, the idea of a German nation during the last 200 years. Texts by Kleist, Fichte, Heine, Wagner, Nietzsche, Thomas Mann, Riefenstahl, Harlan, Böll, Christa Wolf, Grass, Martin Walser. Prerequisite: 226 or permission of the instructor. {L/F/S} 4 credits

Joseph McVeigh

T Th 9–10:20 a.m.

[332a The Age of Goethe]

The course will alternately concentrate on Aufklärung, Sturm und Drang and Weimarer Klassik. Topic for 1997–98: Sturm und Drang. {L/F} 4 credits

[334a Romanticism]

The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of “folk” poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. {L/F} 4 credits

335b 19th-Century Literature

A study of the major literary movements in their historical setting, from the wars of liberation to the Wilhelminian Empire. The course will focus on movements such as Young Germany, Poetic Realism and Naturalism; we will consider issues such as nationalism and unification, political opposition and social commitment; the unsuccessful revolution of 1848. Representative texts by some of the major 19th-century figures will be studied in their literary and historical contexts. Heine, Büchner, Grillparzer, Droste-Hülshoff, Keller, Meyer, Raabe, Fontane, Nietzsche. {L/F} 4 credits

Jocelyne Kolb

T Th 9–10:20 a.m.

336a 20th-Century Literature

Topic for 1996–97: The Early 20th Century. Continuity and innovation against the interruptions of recent German history. The course will address issues of modernism of Vienna at the turn of the century, Expressionism and the Weimar Republic in the context of particular historical and cultural discourses. Works by authors such as Schnitzler, Wedekind, Thomas and Heinrich Mann, Kafka, Kolmar and Sachs. **{L/F}** 4 credits

Kristina von Held

M W 2:40–4 p.m.

351b German Studies Senior Seminar

Topic for 1996–97: Nation and Culture in Austria. This seminar will study the emergence of a national cultural identity in Austria after World War I. Special attention will be paid to the function of culture in the question of Austrian political identity vis-à-vis Germany between 1934 and 1955. Readings: St. Zweig, H. von Hofmannsthal, A. Wildgans, R. Musil, H. Späe and others. **{L/F}** 4 credits

Joseph McVeigh

T Th 10:30–11:50 a.m.

404a Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Courses in English

151b Colloquium: Themes and Figures in German Culture

Taught in English translation. Recurrent themes and figures in German culture: Germans and Jews, the Nibelungs; Faust; the Thirty Years War; Germany's infatuation with Greece. Selected readings and screenings, directed discussions, short analytical papers. Selections from *The Nibelungenlied*, Grimmshausen, Lessing, Goethe, Schiller, the Grimm Brothers, Wagner, Fritz Lang, Nietzsche, Spengler, Thomas Mann,

Brecht, Grass and others. **{L/A}** 4 credits

Hans R. Vaegt

M W 1:10–2:30 p.m., screening times alternate
Fridays 1:10–2:30 p.m.

227b Topics in German Studies

Topic for 1996–97: America and the Germans. This course will examine the bilateral influences of German culture in America and American culture in German-speaking lands with a particular focus on the last 150 years. After surveying patterns of German emigration to the U.S. between the 17th century and the post-World War II period, questions of cultural assimilation, cultural maintenance, ethnic identity among German-Americans and the changing image of Germany and German-Americans in the American media will be addressed. Also examined will be perceptions of America and American cultural influences in German-speaking lands in the 19th and 20th centuries. Knowledge of German not required. **{L/H}** 4 credits

Joseph McVeigh

M W F 10–10:50 a.m.

[228b The New German Cinema]

Representative films of the New German Cinema (1962–present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Kluge, Schlöndorff, Trotta, Wenders, Brückner, Sanders-Brahms. **{A}** 4 credits

229a Classic German Cinema (1919–1931): From Caligari to M

A study of representative German films from Germany's "Golden Age" with emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; changing role of women; genesis of horror, action and utopian film; influence on New German Cinema and contemporary popular culture. Knowledge of film and of German is not required, although background in either would be useful. Films by Lang, Murnau, Pabst, Sternberg, Wegener and Wiene. Opportunity to work in CFLAC with interactive video for sequence analysis and influ-

ence study projects. (E) **{H/A}** 4 credits

Robert Davis

M W 1:10–2:30 p.m.; screening time T 7:30–9:30 p.m.

Courses Cross-Listed with Other Departments and Programs

CLT 261b Faust and Western Culture

Is Western culture, as Oswald Spengler maintained, a Faustian culture? How did Faust come to be regarded as the typical Western man? We will address these questions in a reading of Goethe's *Faust*, examining some of its sources as well as some of the works it inspired. Readings in Spengler, the Old Testament, Ovid, Calderon, Leibniz, Spinoza, Byron, Berlioz, Valéry, Lunacarski, Thomas Mann. **{L}** 4 credits

Hans R. Vaegt

M W 2:40–4 p.m.

CLT 296a Enlightenment: Reason, Revolution and the Modern

This course will concentrate on certain genres (satire, the novel, drama, opera and the essay) in order to determine how they reflect the philosophy and ferment of the century that culminated in the Revolution of 1789. How is that revolution pre-saged in the works of Swift, Fielding, Voltaire, Rousseau, Diderot, Lessing, Charrière, Beaumarchais and Mozart? How do these artists represent and contribute to the intellectual, social, religious and aesthetic turmoil of their century, and to what extent are their ideas the source and stimulus for what we call modern? We will begin by reading the Prospectus to Diderot's *Encyclopédie*, conclude by reading the Declaration of Independence and supplement our reading with a viewing of several films. **{L}** 4 credits

Jocelyne Kolb

M W 2:40–4 p.m.

[FLS 231b Great Directors]

The Major

Adviser: Margaret Zelljadt.

Adviser for Study Abroad: Margaret Zelljadt.

The Department of German Studies offers two tracks within the major: *German Literature Studies* and *German Culture Studies*, with the following requirements:

Majors in both German Literature Studies and German Culture Studies who spend the year in Hamburg will be able to fulfill certain of the requirements during that year. Normally, students going on Junior Year Abroad to Hamburg should have completed a minimum of four semesters of college German.

German Literature Studies

This track requires nine courses above the basis of 220 or the equivalent. The nine courses must include:

three of: 221, 225, 226, 326 (225 and 226 may be taken on the Junior Year in Hamburg; 326 must be taken at Smith)

one of: 227, 229, [CLT 251], CLT 261, CLT 296

each of five: [332], 335, 336, 340, 351 (The latter two courses must be taken at Smith; others may be taken on the Junior Year in Hamburg.)

German Culture Studies

This track requires nine courses above the basis of 220 or the equivalent. Two of the nine courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The two courses need not be from the same department, but must be approved by the major adviser in the Department of German Studies prior to enrollment in the course. The nine courses must include:

two of: 226, 221 or 225 (225 and 226 may be taken on the Junior Year in Hamburg)

one of: 227, 229, [CLT 251], CLT 261, CLT 296

two of: [332], 335, 336, 351 (351 must be taken at Smith)

each of: 326, 340 (both must be taken at Smith)
two courses above the 100 level from outside the Department of German Studies, provided they have a substantial German component and are selected in consultation with the department's major adviser. (These courses may be taken on the Junior Year in Hamburg.)

The Minor

Adviser: Margaret Zelljadt.

German Literature Studies

The minor in German Literature Studies requires six courses above the basis of 220 or the equivalent. The six courses must include:

two of: 225; 221 or 226 (225 or 226 may be taken on the Junior Year in Hamburg)
three of: 326, [332], 335, 336, 340, 351 (326, 340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg)
one of: 227, 229, [CLT 251], CLT 261, CLT 296.

German Culture Studies

The minor in German Culture Studies requires six courses above the basis of 220 or the equivalent. One of the six courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The outside course must be above the 100 level and must be approved by the minor adviser of the Department of German Studies prior to enrollment in the course. The six courses must include:

one of: 221 or 225 (225 may be taken on the Junior Year in Hamburg)
each of: 226, 326 (326 must be taken at Smith)
one of: [332], 335, 336, 340, 351 (340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg)
one of: 227, 229, [CLT 251], CLT 261, CLT 296
one course from outside the Department of German Studies, provided it has a substantial German component, is above the 100 level and is approved by the department's minor adviser.

Honors

Director: Jocelyne Kolb.

430d Thesis
 8 credits

Requirements: the same as for the major.

Government

Professors

Philip Green, Ph.D.
 Donald Leonard Robinson, M.Div., Ph.D.
 Susan C. Bourque, Ph.D.
 Steven Martin Goldstein, Ph.D.
 Donna Robinson Divine, Ph.D., *Chair*
 Martha A. Ackelsberg, Ph.D. (Government and
 Women's Studies)
 Donald C. Baumer, Ph.D.
 Walter Morris-Hale, Ph.D.
 Dennis Yasutomo, Ph.D.

Associate Professors

Patrick Coby, Ph.D.
 Howard Gold, Ph.D.

Adjunct Associate Professor

¹Robert Hauck, Ph.D.

Assistant Professors

Velma E. Garcia, Ph.D.
 *Gregory White, Ph.D.
 Mary Geske, Ph.D.
 Alice L. Hearst, J.D., Ph.D.
 Karen Alter, Ph.D.
 Gary Lehring, Ph.D.

Lecturer

¹Peter Niles Rowe, Ph.D.

Laboratory Instructor

Molly Jahnige Robinson, M.A.

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100d Introduction to Political Science

Government 100d is open to all students. Students considering a government major are encouraged to take GOV 100 in their first or second year.

First semester: a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full-year course. {S}
 8 credits

Patrick Coby, Martha Ackelsberg and Members of the Department

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 2–2:50 p.m., F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

Second semester: a study of the ideas underlying the social sciences and the criticisms and challenges mounted by Third World scholars and feminists.

Martha Ackelsberg, Donna Divine and Members of the Department

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 2–2:50 p.m., F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

190b Introduction to Statistics for Political Scientists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics and international relations. {S/M} 4 credits

Howard Gold (Government), Molly Robinson (Social Sciences)

M W 11 a.m.–12:10 p.m.; lab to be arranged

American Government

200b American Government

A study of the politics and governance in the United States. Special emphasis is placed on the major institutions of American government and their interaction in the determination of public policy. This course will include a series of multimedia demonstrations and exercises. **{S}** 4 credits
Donald Baumer and Howard Gold
 M W F 10–10:50 a.m., 4–4:50 p.m.

201a American Constitutional Interpretation

The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Suggested preparation: 200 or permission of the instructor. Not open to first-year students. **{S}** 4 credits
Alice Hearst
 T Th 10:30–11:50 a.m.

202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students. **{S}** 4 credits
Alice Hearst
 T Th 10:30–11:50 a.m.

[203a American Political Parties]

An examination of the contribution of parties to political representation and to the governing process. Opportunities for fieldwork, including participation in a local campaign. **{S}** 4 credits
Donald Robinson

204a Urban Politics

This course examines the growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. It explores the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular

movements—to affect the nature and structure of the communities in which they live. **{S}** 4 credits
Martha Ackelsberg
 T Th 9–10:20 a.m.

[205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1997–98. **{S}** 4 credits
Martha Ackelsberg

206b The American Presidency

An analysis of the executive power in the Constitution and of the changing character of the executive branch. **{S}** 4 credits
Donald Robinson
 M W F 10–10:50 a.m.

[207a Politics of Public Policy]

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. To be offered in 1997–98. **{S}** 4 credits
Donald Baumer

208a Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Students conduct election simulation. Special emphasis on the 1996 presidential election. **{S}** 4 credits
Howard Gold
 T Th 10:30–11:50 a.m.

209a Congress and the Legislative Process

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policymaking process. In addition to examining the structure and operation of Congress, we will explore the tension inherent in the

design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 states and 435 separate Congressional districts. **{S}** 4 credits
Gary Lebring
 T Th 9–10:20 a.m.

[210b Public Opinion and Mass Media in the United States]

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. To be offered in 1997–98. **{S}** 4 credits
Howard Gold

211b Gender and Politics

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. Prerequisite: completion of GOV 100, or course work in either feminist theory or women's studies, or permission of the instructor. **{S}** 4 credits
Gary Lebring
 T Th 9–10:20 a.m.

[215a The Politics of Advanced Industrial Society]

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues, the roles played by intellectuals, the media and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan and the Soviet Union. Prerequisite: at

least two courses in history or the social sciences, or permission of the instructor. **{S}** 4 credits

216b Minority Politics

An examination of political issues facing the minority communities of American society. Topics include electoral politics, social movements and gender and class issues. **{S}** 4 credits
Velma Garcia
 T Th 10:30–11:50 a.m.

PPL 254b Agricultural and Public Policy in the United States

4 credits
Donald Baumer (Government), Philip Reid (Biology)
 M W F 11 a.m.–12:10 p.m.

305a Seminar in American Government

Topic for 1996–97: Law, Family and State. Explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. **{S}** 4 credits
Alice Hearst
 T 3–4:50 p.m.

306a Seminar in American Government

Topic for 1996–97: The Evolution of the Presidency. Focus on Lincoln, Wilson, Franklin Roosevelt and Reagan. **{S}** 4 credits
Donald Robinson
 T 3–4:50 p.m.

307b Seminar in American Government

Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. **{S}** 4 credits
Velma Garcia
 T 1–2:50 p.m.

308a Seminar in American Government

Topic for 1996–97: The Politics of Poverty. An examination of the nature and extent of poverty in the United States and of policies designed to ameliorate poverty. A review of government efforts to

combat poverty will set the stage for an exploration of contemporary debates about poverty policy. Prerequisite: a 200-level course in American Government. **{S}** 4 credits

Donald Baumer

T 3–4:50 p.m.

309a Seminar in American Government

Topic for 1996–97: Conservatism in the United States. An examination and analysis of post-war American conservatism. Readings and discussions focus on the various conservative movements in the U.S. and on conservatives' analyses of domestic and foreign policies. Topics include social welfare, race, social and moral issues and electoral politics. Special attention will be paid to changes during the Reagan years. **{S}** 4 credits

Howard Gold

T 1–2:50 p.m.

310b Seminar in American Government

Topic for 1996–97: Native Americans in American Law and Politics. This course examines the position of Native Americans in American legal and political thought, explores and critiques how the law has defined Native Americans and inquires into the kind of "space" that has been generated for Native Americans in that process. Materials for the course are drawn from both historical and contemporary sources and have been written both by and about Native Americans. Permission of the instructor is required. **{S}** 4 credits

Alice Hearst

T 3–4:50 p.m.

311b Seminar in Urban Politics

Topic for 1996–97: To be announced. **{S}** 4 credits

To be announced

To be arranged

312b Seminar in American Government

Topic for 1996–97: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. Permission of the instructor is required. **{S/M}** 4 credits

Howard Gold

T 1–2:50 p.m.

411a Seminar in American Government

Policymaking in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits

Robert Hauck

412a Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. 8 credits

Donald Baumer

Comparative Government

221a The Politics of Western Europe

A comparative analysis of West European politics. The course will emphasize a comparison of the evolution of European societies and political structures, current power structures, political participation and contemporary political issues and developments. Countries covered include: Britain, France, Italy, Sweden and German. **{S}** 4 credits

Karen Alter

W F 1:10–2:30 p.m.

[222a The Politics of Eastern Europe]

An examination of East European politics. The course will briefly trace the development of the East European states from their places in multi-ethnic empires through their inclusion in the "Soviet Bloc" in order to understand the major political problems facing the polities today. Major issues include: the collapse of communism, the rise of nationalism, economic instability and newly forming elite-mass relationships. To be offered in 1997–98. **{S}** 4 credits

[223a Government and Politics of the Soviet Union and Its Successor States]

An examination of the revolutionary origins, development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states. To be offered in 1997–98. **{S}** 4 credits

Steven Goldstein

224b Government and Politics of the Middle East and North Africa

The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism; regional conflicts; and terrorism. {S} 4 credits

Donna Robinson Divine

T 1–4 p.m.

[225a The Founding of Constitutional Systems]

An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. To be offered in 1997–98. {S} 4 credits

Donald Robinson

226a Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. {S} 4 credits

Velma Garcia

T Th 10:30–11:50 a.m.

227a Government and Politics of Sub-Saharan Africa

An introductory survey of political, economic and social factors. Traditional African government, colonial administration and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria and countries chosen by the students for their research projects. {S} 4 credits

Walter Morris-Hale

T Th 10:30–11:50 a.m.

228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits

Dennis Yasutomo

T Th 9–10:20 a.m.

[229a Government and Politics of Israel]

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. {S} 4 credits

Donna Robinson Divine

230b Government and Politics of China

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation and patterns of party and state power. {S} 4 credits

Steven Goldstein

W F 1:10–2:30 p.m.

231b Government and Plural Societies

A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects. {S} 4 credits

Walter Morris-Hale

T Th 10:30–11:50 a.m.

[232b Politics and Society]

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan and selected Asian and/or Latin American Third World nations. Emphasis on the interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. {S} 4 credits

[233b Problems in Political Development]

Social change and political development in the Third World. Topics to be examined include regime types as well as the politics of industrializa-

tion, gender and the environment. To be offered in 1997–98. {S} 4 credits

Velma Garcia

321b Seminar in Comparative Government

Topic for 1996–97: Power and Politics in Africa: The Female Factor, a Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required. {S} 4 credits

Walter Morris-Hale

T 1–2:50 p.m.

322a Seminar in Comparative Government

Topic for 1996–97: Mexican Politics from 1910–Present. {S} 4 credits

Velma Garcia

T 1–2:50 p.m.

[323b Seminar in Comparative Government]

Topic: Europe and World Politics. This seminar examines the volatile forces of ethno-national politics within Europe. It will view ethno-national difficulties from the perspective of European Union policy and individual state policy, thus drawing on an extensive literature on migration and ethnic politics. Examples discussed will include inflows of populations following the demise of colonies, outflows of people from the former Soviet bloc and from war-torn Yugoslavia, and long-standing internal ethnic disputes. We will attempt to discern why in some cases we find ethnic political mobilization which results in violent outcomes (such as war) and why in other cases we find political mobilization channeled through institutions. In so doing, we will find common causes to ethnic difficulties and common reasons for the rise of radical right parties and politics in the 1980s and 1990s throughout much of Europe. To be offered in 1997–98. {S} 4 credits

[324a Seminar in Comparative Government]

Topic: Gender, Education and Democracy in Latin America. The politics of gender, education and democratic transformation will be examined in a range of countries. Prerequisite: GOV 226a or the equivalent. {S} 4 credits

[325a Seminar in Comparative Government]

4 credits

333b Seminar: The Politics of Capitalism

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism and alternatives to capitalism. {S} 4 credits

Philip Green

Th 3–4:50 p.m.

International Relations

241a or b is suggested preparation for all other courses in this field.

241a International Politics

An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations, and the increasing prominence of global issues such as the environment, human rights and humanitarian aid. {S} 4 credits

Mary Geske

W F 1:10–2:30 p.m.

241b International Politics

A repetition of 241a. {S} 4 credits

Karen Alter

M W 1:10–2:30 p.m.

242b The Politics of International Economic Relations

An examination of the assumptions and logics of the neo-liberal, economic nationalist, neo-Marxian and feminist perspectives for understanding the post-World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony and the implications of the post-1989 “New World Order” for the former Third World. Prerequisite: 241 or permission of the instructor. {S} 4 credits

Gregory White

T Th 9–10:20 a.m.

243a International Law

The functions of law in maintaining world public order. How new international norms are established in an evolving political and social order and

how the courts incorporate these rules into national public policies. Cases will address such questions as when force may be used by the U.N. or by states, when can outsiders intervene in internal civil strife, how does the new Law of the Sea redistribute marine resources, how are aliens and their property protected, how are human rights protected by the international community, and how is the global environment preserved? Not open to first-year students. **{S}** 4 credits

Peter Rowe

T Th 1–2:50 p.m.

244b Foreign Policy of the United States

The term “the national interest” frequently is invoked to explain the importance of a particular U.S. foreign policy issue. Through examination of the foreign policy process and U.S. foreign policy instruments, this course explores alternative understandings of U.S. foreign policy and, ultimately, “the national interest.” Prerequisite: 241 or permission of the instructor. **{S}** 4 credits

Mary Geske

T Th 10:30–11:50 a.m.

[245a Foreign Policy of the United States]

An examination of some of the decisions central to American foreign policy since World War II, including such case studies as the Korean and Vietnam wars, the Bay of Pigs and the Cuban missile crisis, Hiroshima and SALT II. In each case, policy issues and the bureaucratic and political processes that framed the issues are examined. **{S}** 4 credits

248a The Arab-Israeli Dispute

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. **{S}** 4 credits

Donna Robinson Divine

T Th 10:30–11:50 a.m.

[250a Case Studies in International Relations]

The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. The course will focus on a number of cases in international relations, which will be studied intensively. To be taught largely through discussion. Recommended preparation: 241. Enrollment limited to 35. (E) **{S}**

251b Problems of International Security

A survey of the emerging threats to international peace and security in the post–Cold War era, and of methods devised by the world community to overcome these threats. Designed to increase students’ awareness of global problems, to enhance their capacity to conduct research on such problems and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical proliferation; conventional arms trafficking; arms control and disarmament; U.N. peace keeping; global environmental degradation; population growth; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem and to write a term paper. **{S}** 4 credits

Michael Klare

T Th 10:30–11:50 a.m.

EAS 275b Colloquium: Japan–United States Relations

341a Seminar in International Politics

Topic for 1996–97: U.S. National Security Policy After the Cold War. What constitutes U.S. “national security” in the wake of the cold war? What about U.S. national security policy? These questions will form the basis of our examinations and inquiries in the seminar. Upon a brief analysis of the Cold War era we will consider alternative notions of security, contemporary threats to national security as well as U.S. policy responses. Likely topics to be covered include nuclear proliferation, the environment, immigration, ethnic conflict and economic competition. Prerequisite: 241 or 244. **{S}** 4 credits

Mary Geske

Th 1–2:50 p.m.

[342a Seminar in American Government and International Politics]

Studies in U.S. Foreign Policy: Congress v. the President. Discussion of student reports and papers on a variety of American foreign policy issues in the post-Cold War era, such as the new definition of the national interest, the meaning of national security and the constitutional responsibilities of the Congress and the President in the struggles for control over policies. **{S}** 4 credits

343b Seminar in International Politics

Topic for 1996–97: U.S.–Latin American Relations after the Cold War. This seminar focuses on the major issues on today's U.S.–Latin American agenda: drugs, immigration, refugees, democracy, human rights, the environment and economic integration. The impact of the often turbulent history of U.S. relations with Latin America on current efforts to address these problems will be taken into account. **{S}** 4 credits

Richard Bloomfield

T 1–2:50 p.m.

344a Seminar on Foreign Policy of the Chinese People's Republic

The development and formulation of China's foreign policy, its ideological basis and the instruments of its implementation. Particular attention will be paid to post-Mao China. **{S}** 4 credits

Steven Goldstein

Th 7:30–9:30 p.m.

345a Seminar in International Politics

Topic for 1996–97: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required. **{S}** 4 credits

Walter Morris-Hale

T 1–2:50 p.m.

346b Seminar in International Politics

Topic for 1996–97: International Organizations and National Politics. Why do international organizations exist? What role do they play in international politics? Whose interest do they serve? Can international organizations influence national policy? This seminar will examine the tools and mechanisms international organizations have to address national and international political issues

such as human rights, environmental degradation, nuclear proliferation, international trade, equality of women and economic development. Students will select an international issue to examine in depth in a seminar paper. **{S}** 4 credits

Karen Alter

T 3–4:50 p.m.

347b Seminar in International Politics

Topic for 1996–97: The 1991 Persian Gulf War. This research seminar examines the 1991 Persian Gulf War as a pivotal event in the post-Cold War era. Particular attention is devoted to 1) the politics of oil, 2) the interaction between regional and systemic dynamics, and 3) the clash between the two principal antagonists, Iraq and the United States. Emphasis is on the usefulness of a wide range of analytic frameworks available for understanding the Gulf War: liberalism, nationalism, neo-marxism, feminism and post-modernism.

Prerequisites: 241 and 242, 243, or 244. **{S}** 4 credits

Gregory White

T 1–2:50 p.m.

348a Seminar in International Politics

Topic for 1996–97: Conflict and Cooperation in Asia. An analysis of the emergence of East and Southeast Asia in world politics since the late 19th century, with special attention given to the post-World War II period. The seminar will be especially concerned with identifying sources and patterns of conflict and cooperation among Asian states and between Asian and Western powers. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

T 1–2:50 p.m.

349b Seminar in International Relations and Comparative Politics

Topic: The Political Economy of the Newly Industrializing Countries of Asia. An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan. **{S}** 4 credits

Steven Goldstein

Th 7:30–9:30 p.m.

[350a Seminar in Comparative Government and International Relations]

4 credits

351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan

The sociocultural, political and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

T 1–2:50 p.m.

[352a Seminar in Comparative Government and International Relations]

Topic: International Development Policy. An examination of the dilemmas of development policy choices, with special emphasis on the experiences of international institutions such as the World Bank and the International Monetary Fund. Substantive topics include the design and implementation of projects to alleviate poverty and inequality among the rural and urban poor, the political economy of stabilization and liberalization programs in debtor states. **{S}** 4 credits

Political Theory

261a Ancient and Medieval Political Theory

An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include: the moral effects of war and faction, the meaning of justice, citizenship and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients. **{S}** 4 credits

Patrick Coby

M W F 11 a.m.–12:10 p.m.

262b Early Modern Political Theory, 1500–1800

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power

and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism and the question of people's capacity to create and control political systems. **{S}** 4 credits

Patrick Coby

M W F 11 a.m.–12:10 p.m.

263a Political Theory of the 19th and 20th Centuries

A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber and Marcuse. Not open to first-year students. **{S}** 4 credits

Philip Green

M W F 1:10–2:30 p.m.

264b Problems in Democratic Thought

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights, and equality. Selected readings from liberal, radical, democratic, Marxian and feminist political thought. Not open to first-year students. **{S}** 4 credits

Philip Green

Lec. M W 1:10–2:30 p.m.; dis. F 1:10–2:30 p.m.

[265b Human Nature and Politics]

An examination of theories of human nature, including psychoanalysis, behaviorism and sociobiology, in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence and the sources and consequences of contemporary changes in American lifestyles. **{S}** 4 credits

[361b Seminar in American Political Thought]

Topic for 1997–98: American Political Thought from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional democracy, the problematic relationship of liberty

and equality, and the struggle over slavery and states' rights. To be offered in 1997–98. {S} 4 credits

Patrick Coby

362b Seminar in Political Theory

Topic for 1996–97: The Question of Machiavelli. How is Machiavelli to be interpreted? Is he the first value-neutral political scientist, as some say; or, as others say, is he an impassioned partisan of republican politics? But then others say that he is a monarchist and imperialist. Perhaps, though, he is just confused, and perhaps gender-ambivalence is the cause of his confusion. Or maybe he is exceptionally artful in his style of writings, a style suitable to his role as a new, but unarmed, prince. We will consider these and other interpretations while reading many of Machiavelli's political and literary works. {S} 4 credits

Patrick Coby

T 1–2:50 p.m.

364b Seminar in Political Theory: Feminist Theory

An examination of the challenges posed by and to contemporary feminist theory for historical and contemporary perspectives on gender and politics. This seminar will focus on the interplay among gender, cultural differences, citizenship and democracy. Prerequisites: 100d or the equivalent, at least one course on issues of gender in society. Admission by permission of the instructor. {S} 4 credits

To be announced

To be arranged

366a Seminar: Ideology, Culture and Politics

How are hierarchies of gender, class and race legitimated in a democratic society? How does the ruling class maintain its rule? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; GOV 263a or equivalent recommended. {S} 4 credits

Philip Green

Th 3–4:50 p.m.; films shown T 3–4:50 p.m. and W 7:30–10 p.m. (both showings required)

366b Seminar in Political Theory

Topic for 1996–97: The Body Politic. This seminar examines the contemporary politicization of human bodies focusing on the way bodies have become represented, imagined, dispersed, monitored, regulated and inscribed within and through recently emergent political struggles. Often providing new forms of resistance to the dominant social text, new bodily and political possibilities bring with them new modes of surveillance and containment of bodies and politics. Issues we will explore include the following: abortion, reproduction, AIDS, gender subversion, sexual acts and identities, political torture and terminal illness. {S} 4 credits

Gary Lehring

T 1–2:50 p.m.

404a Special Studies

Admission for majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission for majors by permission of the department. 8 credits

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Patrick Coby, Donna Robinson Divine, Velma Garcia, Mary Geske, Howard Gold, Stephen Goldstein, Philip Green, Gary Lehring, Walter Morris-Hale, Alice Hearst, Donald Robinson, Gregory White, Dennis Yasutomo.

Adviser for Study Abroad: Dennis Yasutomo.

Prelaw Advisers: Alice Hearst and members of the department.

Graduate School Adviser: Martha Ackelsberg.

Director of the Jean Picker Semester-in-Washington Program: Donald Baumer.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

430d Thesis

8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two. These courses must include a second course in political theory, but need not include a seminar.
2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the spring semester revising their papers and will submit the final version by April 1.
3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

431a Thesis

8 credits

Requirements: Requirements for honors for students in 431a will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431a in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington

Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, [203a], 206b, [207a], 208a and 209a. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: four credits for a seminar in policymaking (411a); and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

History

Professors

Joan Afferica, Ph.D.

**R. Jackson Wilson, Ph.D.

Lester K. Little, Ph.D.

Howard Allen Nenner, LL.B., Ph.D.

*Joachim W. Stieber, Ph.D.

Neal E. Salisbury, Ph.D.

†Daniel Horowitz, Ph.D. (American Studies and History)

†Helen Lefkowitz Horowitz, Ph.D. (History and American Studies)

Daniel K. Gardner, Ph.D., *Chair*

Associate Professors

Ann Zulawski, Ph.D. (History and Latin American Studies)

Ernest Benz, Ph.D.

Assistant Professors

Richard Lim, Ph.D.

†Michael Dettelbach, Ph.D.

†Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)

Thomas F. Jackson, Ph.D.

Instructor

Robert A. Eskildsen, M.A.

Lecturers

Paul M. Cobb, M.A. (Religion and Biblical Literature and History)

¹Marylynn Salmon, Ph.D.

²Miriam Slater, Ph.D.

Research Associate

Anna Foa

History courses at the 100 and 200 level are open to all students unless otherwise indicated. History 100a is required of all majors. Students contemplating a history major are advised to take HST 100a in their first or second year. Admission to seminars (300 level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations.

Introductory Course

100a Introduction to History

Approaches to history and the past through comparative analysis of pre-modern societies. Topics include the land and human settlement, economic organization, diet and disease, family life, language and literacy, social structure, religious beliefs and

practices, and political culture and institutions. Attention will be given to each society's perceptions of and contacts with other parts of the world. Societies for 1996–97: China, England and Mexico between the 15th and 18th centuries. **{H}** 4 credits
Howard Nenner (Director), Daniel Gardner, Ann Zulawski

M W 10–10:50 a.m., three dis. sections, Th 3–4:50 p.m.

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

201b (L) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies with their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. (E) {H} 4 credits

Richard Lim

Lec. T Th 1–1:50 p.m.; dis. Th 2–2:50 p.m.; Th 4–4:50 p.m.

[202a (L) Archaic and Classical Greece]

The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include: colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon and demise of Greek freedom. To be offered in 1997–98. {H} 4 credits

Richard Lim

[203b (L) Alexander the Great and the Hellenistic World]

Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include: Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. To be offered in 1997–98. {H} 4 credits

Richard Lim

204a (L) The Roman Republic

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures

in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. The Late Republic receives special emphasis. {H} 4 credits

Richard Lim

T Th 10:30–11:50 a.m.

205b (L) The Roman Empire

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity. {H} 4 credits

Richard Lim

T Th 10:30–11:50 a.m.

206a (C) Aspects of Ancient History

Topic for 1996–97: Sports and Public Entertainment in Greece and Rome. The development from Greek competitive sports to Roman spectator shows such as chariot races and gladiatorial combats. We examine their organization, performance and significance, focusing on the roles of amateurs versus professionals; careers of athletes, actors, charioteers and gladiators; the importance of play, contest and violence to ancient society; “bread and circuses” as symbolic benefaction and urban strategy. Comparative readings in the socio-anthropology of sports. {H} 4 credits

Richard Lim

W 7–9:30 p.m.

Islamic Middle East

207a (L) Islamic Civilization to the 15th Century

The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (seventh century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; the spread of Islam; varieties of state formation; the transmission of learning; medieval forms of piety and their social and political expression; household and military slavery; urban

societies; Islamic religious and secular culture.

Open to first-year students. **{H}** 4 credits

Paul Cobb

T Th 9–10:20 a.m.

208b (L) The Shaping of the Modern Middle East

A survey of Middle Eastern history from 1500 to the present. Primary themes include the emergence and decline of the last Muslim empires; European imperial penetration in the 19th century and its social and cultural impact; state building in the Arab world, Turkey and Iran during the 20th century; traditional and modern social and political practices; new secular ideologies (nationalism, pan-Arabism, Zionism); Islamic reform and political Islam. Open to first-year students. **{H}** 4 credits

Paul Cobb

T Th 9–10:20 a.m.

[209b (C) Aspects of Middle Eastern History]

To be offered in 1997–98. **{H}** 4 credits

South Asia

[210b Modern India]

{H/S} 4 credits

East Asia

[211a (L) The Emergence of China]

Chinese society and civilization from c. 1000 B.C. to A.D. 700. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. Open to first-year students. To be offered in 1997–98. **{H}** 4 credits

Daniel Gardner

[212b (L) China in Transformation, A.D. 700–1900]

Chinese society and civilization from the T'ang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the

West. Open to first-year students. To be offered in 1997–98. **{H}** 4 credits

Daniel Gardner

213b (C) Aspects of Chinese and Japanese History

Topic for 1996–97: Elite Culture in China: The Arts and Letters of the Literati. An examination of the artistic, literary, philosophical, religious and scholarly expression of the Chinese before the 20th century. **{L/H}** 4 credits

Daniel Gardner

T 1–3:30 p.m.

[214b (C) Aspects of Chinese History]

Topic for 1997–98: Religion in China. The role of religion in traditional and contemporary Chinese society. The course will examine anthropological approaches to Chinese religion; religion and politics; religion among the elite; popular religion; divination; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China. To be offered in 1997–98. **{H}** 4 credits

Daniel Gardner

218a (C) Thought and Art in China

Topic for 1996–97: Confucian Thought and Art of China and Korea. Comparison of the philosophic expression of Confucianism in China and Korea and analysis of related works of art, primarily painting and architecture. The focus will be on texts and art from the sixth century B.C. to the Ming dynasty (1368–1644) in China and from the Yi Dynasty [Choson Period] (1392–1910) in Korea. No prerequisites. **{H/A}** 4 credits

Daniel Gardner, Marilyn Rbie (Art and East Asian Studies)

T 1–4 p.m.

220a (L) Japan from Ancient Times to the 18th Century

Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. **{H}** 4 credits

Robert Eskildsen

M W F 10–10:50 a.m.

221b (L) Modern Japan

19th- and 20-century Japanese history. Topics include social and economic change in the late Tokugawa period, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, the birth of mass culture, world war, postwar recovery and contemporary challenges.

{H} 4 credits

Robert Eskildsen

M W F 10–10:50 a.m.

222a (C) Aspects of Japanese History

Topic for 1996–97: Tokugawa Society. An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art and Tokugawa thought. {H}

4 credits

Robert Eskildsen

M W 1:10–2:30 p.m.

Europe**224a (L) Europe in the Age of Migration, 300–1050**

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. {H} 4 credits

Lester Little

M W 2:40–4 p.m.

[225b (L) Europe in the Age of the Commercial Revolution, 1050–1300]

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. To be offered in 1997–98.

{H} 4 credits

226b (L) Social History of European Monasticism

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality and reciprocal ties with society. Comparison with monastic movements in other religious traditions. Recommended background: 224, 225 or 227. {H} 4 credits

Lester Little

M W 2:40–4 p.m.

[227a (L) Early English History]

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. To be offered in 1997–98. {H} 4 credits

[JUD 285a Jews and World Civilization 30–1492]**[230a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy]**

Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year students by permission of the instructor only. To be offered in 1997–98 {H} 4 credits

Joachim Stieber

JUD 288a Verging on Modernity: Jewish Life in the Era of Renaissance and Reform**231b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times**

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. {H} 4 credits

Joachim Stieber

M W F 9–9:50 a.m.

[234a (L) Tudor England]

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. Dynasticism, religious upheaval and the place and power of English monarchs from Richard III to James I. To be offered in 1997–98. {H} 4 credits

[235b (L) Stuart England]

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. Religion, politics and constitutional thought in England's century of revolution. To be offered in 1997–98. {H} 4 credits

Howard Nenner

[236b (C) Authority and Legitimacy in the Age of More and Shakespeare]

An examination of the texts and historical context of Shakespeare's *Richard II*, *1 Henry IV*, *Henry V*, *Richard III* and *King Lear*; More's *Utopia* and *The History of Richard III* and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy.

Admission by permission of the instructors. To be offered in 1997–98. {L/H} 4 credits

Howard Nenner, William Oram (English Language and Literature)

[237b (C) A Social and Cultural History of England, 1830–1940]

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. {L/H} 4 credits

Howard Nenner

M W 1:10–2:30 p.m.

[239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars]

The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. {H} 4 credits

Joan Afferica

T Th 1–2:50 p.m.

[240b (L) Tradition and Change in Russian and Soviet History, 1801–Present]

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society. {H} 4 credits

Joan Afferica

T Th 1–2:50 p.m.

[JUD 286b Jews and European Civilization, 1492–1942]**[244a (L) The Scientific Revolution]**

The emergence of modern European natural science from roots in Aristotelian natural philosophy and its challengers. Topics include the role of magic and occult philosophies; the impact of the Protestant Reformation; Galileo and the Roman Inquisition; the role of artisans and mechanics; the role of medicine; the place of God in the natural philosophies of Descartes and Newton. To be offered in 1997–98. {H} 4 credits

Michael Dettelbach

[245a (L) Europe 1660–1830]

An introductory survey of the political and social structures of Europe from the age of Louis XIV and their transformation in the Revolutionary and Napoleonic eras 1789–1815. Themes include the growth of the bureaucratic state and the role of war and finance; serfdom and the changing relations between landlord and peasant; the causes and effects of the French Revolution. To be offered in 1997–98. {H} 4 credits

Michael Dettelbach

[246b (L) The Age of Enlightenment]

The 18th-century transformation of European thought, art and manners which formed the liberal and secular sensibilities of modern European societies. Themes include the relationship between the Enlightenment and organized religion; the comparison of Enlightenments in different national contexts; the idea and role of women in the Enlightenment; the relationship between Enlightenment and the French Revolution. To be offered in 1997–98. {H} 4 credits

Michael Dettelbach

[247a (C) The Rise and Collapse of the Russian and Soviet Empires]

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic and cultural relations among constituent peoples in the 19th and 20th centuries. {H} 4 credits

Joan Afferica

W 1:10–3:40 p.m.

248a (C) The French Revolution as Epic

Cultural and social interpretations of the fundamental event in modern history. The staging of politics from the tribune to the guillotine. History as a literary art in prose, poetry, drama and film. Focus on Paris 1787–1795. **{L/H}** 4 credits

Ernest Benz

M 7–9:30 p.m.

249b (C) The Middle Ages and the Renaissance in European Thought, 1750–1870

The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c. 1830–1930). **{L/H}** 4 credits

Joachim Stieber

M W 2:40–4 p.m.

250a (L) Europe in the 19th Century

1814–1914: A century of fundamental change without a general war. The international order established at the Congress of Vienna and its challenges: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. **{H}** 4 credits

Ernest Benz

T Th 10:30–11:50 a.m.

251b (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. **{H}** 4 credits

Ernest Benz

Lec. M W 11 a.m.–12:10 p.m., Th 3–3:50 p.m.;
dis. Th 4–4:50 p.m., Th 7:30–8:20 p.m.

253b (C) Women in Modern European Societies

The experience of women in their public and private lives in the 17th through the late 19th centuries in Europe with particular emphasis on Britain. Topics include: the separation of men and women

in the workplace and in the home; changes in the nature of domestic life, power relations, attitudes and practices regarding motherhood and childrearing, and sexual relations; women's attempts to gain equal access to education and professional life; women's battle for political equality, political power and the vote. Recommended background: a course in European history since 1500. **{H/S}** 4 credits

Miriam Slater

T Th 1–2:50 p.m.

254b (C) 19th-Century European Thought

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Schopenhauer, Burckhardt, Nietzsche, Marx, Mill and Freud. Also considered are their views on art, religion, science and women. **{H/S}** 4 credits

Ernest Benz

M 7–9:30 p.m.

[255a (C) 20th-Century European Thought]

{H/S/A} 4 credits

Ernest Benz

256b (L) Modern European Social History

The West European family from the early modern period through 1900, drawing also on appropriate developments in the United States. Topics include: practices and values concerning marriage and family life; power structure within the conjugal family; privatization of the family; changing expectations and practices of parenting, particularly motherhood and its relationship to women's education and work force participation; shifts in the construction of gender roles and expectations. Recommended background: a course in European history since 1500. (E) **{H/S}** 4 credits

Miriam Slater

T Th 9–10:20 a.m.

[JUD 287b The Holocaust and History]**Latin America****260a (L) Colonial Latin America, 1492–1821**

Iberian invasions in the 16th century to the movements for independence in the early 1800s. The

course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. **{H}** 4 credits

Ann Zulawski

M W 1:10–2:30 p.m.

261b (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. **{H}** 4 credits

Ann Zulawski

T Th 10:30–11:50 a.m.

263b (C) Continuity and Change in Spanish America and Brazil

Topic for 1996–97: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include: changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. **{H}** 4 credits

Ann Zulawski

T 3–5:30 p.m.

United States

History 265, 266 and 267 constitute an introductory sequence in United States history.

265a (L) Pre-Industrial America, 1500–1820

An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization, the American Revolution and the early republic. **{H}** 4 credits

Neal Salisbury

T Th 10:30–11:50 a.m.

266a (L) The Age of the American Civil War

A study of the origins, course and consequences of the war of 1861–65. Major topics include: slavery as a political and constitutional issue; the collapse and redefinition of the political party systems; major campaigns and battles; the role of African Americans in the ending of slavery; the making of Union and Confederate myths; the fate of the freed slaves during Reconstruction; the white Americans' final abandonment of the cause of the freed people in the 1880s and 1890s. **{H}** 4 credits

R. Jackson Wilson

M W 1:10–2:30 p.m.

267b (L) The Development of Modern America, From the 1890s to the Present

Emergence of the United States as a world power, changes in the economic system, development of the social welfare state, shifts in political alliances and structures, growth of a more diverse population and development of modes of cultural expression. **{H}** 4 credits

Thomas Jackson

Lec. M W 1:10–2 p.m.; dis. Th 3–3:50 p.m.,
Th 4–4:50 p.m.

268b (L) North American Indians Since 1500

An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. **{H}** 4 credits

Neal Salisbury

T Th 10:30–11:50 a.m.

[269a (L) The Colonial Experience in North America]

(To be offered in 1997–98.) **{H}** 4 credits

Neal Salisbury

[271a (C) American Space: History of the American Landscape and Built Environment]

The human-made environment in the United States in its historical dimensions. Focus is on selected problems—such as the land, the house, public buildings and spaces, cities—examined in a range of time periods. Readings include literary works, cultural geography, architectural criticism, social and cultural history and studies of particular sites. Permission of the instructor required. To be offered in 1997–98. **{H}** 4 credits

Helen Lefkowitz Horowitz

273a (L) Contemporary America

The political and social history of the United States since the 1960s, with focus on the interaction of social movements and social policies. Consideration also of international developments and their impact on American society: the Cold War and nuclear arms race, Vietnam, immigrants and refugees, the global economy and post-industrial society. Further topics: black freedom movements; the War on Poverty; peace, counter-cultural, gay and lesbian, and antinuclear movements; Watergate and the "imperial presidency"; anti-busing and anti-feminist movements; welfare reform and affirmative action; the New Right and the Reagan Revolution. **{H}** 4 credits

Thomas Jackson

M W F 10–10:50 a.m.

[275a (L) Intellectual History of the United States to 1860]

To be offered in 1997–98. **{L/H}** 4 credits

R. Jackson Wilson

276a (L) Intellectual History of the United States after 1860

{L/H} 4 credits

R. Jackson Wilson

M W F 11 a.m.–12:10 p.m.

277a (L) History of Women in the U.S., Colonial Period to 1865

The historical position of women within the society and culture. Problems include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, issues of race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: a pre-Civil War history course. Offered in alternate years. **{L/H}** 4 credits

Marylynn Salmon

T Th 9–10:20 a.m.

[278b (L) History of Women in the U.S., 1865 to 1970]

Continued examination of the historical position of women within the society and culture. Problems

will include the implications of class, the rise of the "lady," changing notions of sexuality, educational growth, feminism, African-American women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects. To be offered in 1997–98. **{L/H}** 4 credits
Helen Lefkowitz Horowitz

AAS 270b The History of Afro-Americans in the South From the Civil War to the End of World War II**AAS 278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970****280a (C) Problems of Inquiry**

Topic for 1996–97: Women's Roles, Women's Activism in the U.S., 1890–1990. Social history, biography and primary documents illuminate the choices and constraints confronting women as they pursued collective social change over the last century. **{H}** 4 credits

Thomas Jackson

T Th 1–2:50 p.m.

AAS 335b Seminar: Free Blacks in the U.S. Before 1865**Comparative History****291a (C) Colloquia in Comparative History**
4 credits**A. The Plague of Justinian and the Black Death**

Analysis of the two major outbreaks of the plague in Europe, one at the start of the Middle Ages and one at the end, with attention to geographical and chronological patterns of the spread of the disease and to effects on social relations, politics, religion and the value of labor. Comparisons to other epidemics in world history. Recommended background: HST 224, 226 or 230. **{H}**

Lester Little

M 7–9:30 p.m.

291b (C) Colloquia in Comparative History
4 credits

A. The 19th-Century Crisis in East Asia

Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. {H}

Robert Eskildsen

M W 1:10–2:30 p.m.

B. Chaos and Order among Europeans, c. 1600–c. 1800

Examination of forces that shaped the *ancien régime* and hastened its demise. Emergence of new values and attitudes and changing configurations of power as preconditions for passage to the modern world. Evolution of new forms and rules of behavior, from warfare to fashion and manners. Contending concepts of empire, state, civic order and nature. {H}

Joan Afflerica

W 1:10–3:40 p.m.

C. European Colonial Empires in North America

Spanish, French, Dutch and English colonization north of present-day Mexico, focusing on imperial hegemony and colonial autonomy, ideologies of empire and “others,” relations with Native Americans, social and economic life, gender, slavery, religion and revolution. {H}

Neal Salisbury

M W 2:40–4 p.m.

Seminars

[302b Topics in Ancient History]

To be offered in 1997–98. {H} 4 credits

Richard Lim

[317a Topics in Chinese History]

{H} 4 credits

Daniel Gardner

325b Early European History to 1300

Topic for 1996–97: Romanesque Christianity in Germanic Europe. Christian religious beliefs and practices in Europe between the approximate dates 750 and 1150. Aristocratic monasticism, vicarious religion, liturgical culture, ritual in Romanesque churches, blessing and cursing, dominance of Old Testament models, authority of St. Peter and of a mythic Rome, cults of saints and relics. Prerequisite: two 200-level courses in the area of medieval European history, art, literature or religion. {H} 4 credits

Lester Little

T 3–4:50 p.m.

[330b Topics in European History, 1300–1660]

To be offered in 1997–98. {H} 4 credits

Joachim Stieber

335a Topics in British History

Topic for 1996–97: The Monstrous Regiment of Women: Female Monarchy in Tudor-Stuart Britain. {H} 4 credits

Howard Nenner

W 1:10–3 p.m.

340b Topics in Russian History

Topic for 1996–97: From St. Petersburg to Leningrad: The Avant-Garde in a Time of Imperial Decline and Revolution. {H} 4 credits

Joan Afflerica

W 7:30–9:30 p.m.

[346b Problems in European Intellectual History]

To be offered in 1997–98. {H} 4 credits

Michael Dettelbach

[355b Topics in European Social History]
{H/S} 4 credits

[361b Problems in the History of Spanish America and Brazil]

{H} 4 credits

Ann Zulawski

[368a Topics in American Indian History]

Prerequisite: 268 or permission of the instructor.

{H} 4 credits

Neal Salisbury

[369b Topics in American Colonial History]**{H}** 4 credits*Neal Salisbury***370a The American Revolution**

Topic for 1996–97: Social Change and the Birth of the United States, 1760–1800. Relationships between the revolution, revolutionary ideology and social changes within the colonies, with particular attention to questions of class, race and gender.

{H} 4 credits*Neal Salisbury*

T 3–4:50 p.m.

372b Problems in American History

Topic for 1996–97: American Social Movements, 1900–Present: Leadership, Ideology and Politics. Discussion of some of the best scholarship and some primary materials in the first half of the course, and focus on research projects in the second half. Topics: Progressivism, feminism, labor movements, the KKK, 1930s protest movements, race and labor in the 1940s, the black freedom movement, welfare rights, “reactionary populism” in the 1970s and 1980s. **{H}** 4 credits

Thomas Jackson

T 3–4:50 p.m.

375a Problems in United States Intellectual History

Topic for 1996–97: Imagining the American Civil War. **{H}** 4 credits

R. Jackson Wilson

M W 2:40–3:40 p.m.

[383a Research in U.S. Women’s History: The Sophia Smith Collection]To be offered in 1997–98. **{H}** 4 credits*Helen Lefkowitz Horowitz***404a Special Studies**

By permission of the department, for qualified returning students. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Joan Afferica, Ernest Benz, Daniel Gardner, Thomas Jackson, Richard Lim, Lester Little, Howard Nenner, Neal Salisbury, Joachim Sieber, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: five semester courses at the 200 or 300 level, at least one of which is a Smith History Department seminar. Two of these may be courses cross-listed in the History Department or historically oriented courses in other disciplines. Historically oriented courses in other disciplines must be approved by the student’s adviser.
3. Additional courses: five 200- or 300-level courses, of which four must be in at least two fields distinct from the field of concentration. Two of these five may be cross-listed courses in the History Department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1600; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women’s History), and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for four credits toward the major. If the examination is in American history and the student’s field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student

may use it toward the concentration in Modern Europe; otherwise, the course it replaces must be one of the additional courses.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for Study Away: Lester Little.

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses; at least three of these courses must be related chronologically, geographically, methodologically or thematically. Students should consult their advisers.

Honors

Director: Ann Zulawski.

431a Thesis 8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior

year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: four 200- or 300-level courses in the field of concentration, at least one of which is a Smith History Department seminar. Two of these may be courses cross-listed in the History Department or historically oriented courses in other disciplines.
3. The thesis counting for two courses (eight credits).
4. One semester course in ancient history or a related course in ancient studies.
5. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the History Department.

Graduate

521a Problems in Early Modern History {H} 4 credits

541a Problems in Modern European History {H} 4 credits

571b Problems in American History {H} 4 credits

580a Special Problems in Historical Study Arranged individually with graduate students. {H} 4 credits

580b Special Problems in Historical Study {H} 4 credits

590a Research and Thesis 4 credits

590b Research and Thesis 4 credits

590d Research and Thesis 8 credits

History of the Sciences

Advisers

†Kathryn Pyne Addelson, Professor of Philosophy
Lâle Aka Burk, Lecturer in Chemistry
David Dempsey, Museum of Art

†Michael Dettelbach, Assistant Professor of
History

†George Fleck, Professor of Chemistry
Nathanael Fortune, Assistant Professor of Physics
Thomas Litwin, Adjunct Associate Professor of
Biological Sciences

Douglas Lane Patey, Professor of English Language
and Literature

Marjorie Senechal, Professor of Mathematics,
Director

Frances Volkmann, Professor of Psychology

Research Associate

Mary Mosher Flesher, Ph.D.

The Smith College program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

112a Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. **{H/N}** 4 credits

Marjorie Senechal

M W F 11 a.m.—noon

211b Perspectives in the History of Science

Topic for 1996–97: Ancient Inventions. The dramatic pace of technological change in the 20th century obscures the surprising fact that most of the discoveries and inventions on which modern

societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice. **{H/N}** 4 credits

Marjorie Senechal

T Th 3–4:30 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

Cross-Listed Courses

ARC 211a Introduction to Archaeology

ANT 131b Perspectives on Human Behavior and Evolution

[ANT 248a Medical Anthropology]

[AST 215a History of Astronomy]**[CHM 102b The Chemistry of Artists' Materials and Techniques]****ENG 211b The Technology of Reading and Writing**

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. **[3e] {L}** 4 credits

Eric Reeves

M W F 9–9:50 a.m.

ENG 274b History of Criticism

Topic for 1996–97: Divisions between the Arts and the Sciences. An introductory exploration of how, over time, the disciplines of knowledge have been divided up, designed to give students a historical understanding of how terms like “art,” “science,” “literature” and “criticism” have come to take on their modern meanings. Particular attention to moments of change and to controversies (both old and very recent) over where dividing lines should fall, and what difference it makes (especially to literary study) how the disciplines are thought to be divided. Prerequisite: an upper-level literature course. **[3e] {L/H}** 4 credits

Douglas Patey

T Th 9–10:20 a.m.

MTH 350b Topics in the History of Mathematics**PHI 224b Philosophy and History of Scientific Thought****PHY 105b Principles of Physics****[PPY 209b Philosophy and History of Psychology]**

The Minor

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.

International Relations

Advisers

Steven Goldstein, Professor of Government
 Joan Afferica, Professor of History
 Elizabeth Hopkins, Professor of Anthropology
 Cynthia Taft Morris, Professor of Economics

Gregory White, Assistant Professor of Government
 Mary Geske, Assistant Professor of Government,
Director
 Elliot Fratkin, Assistant Professor of Anthropology
 Karen Alter, Assistant Professor of Government

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

Beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: GOV 241, plus one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

ANT 232	Politics in Non-Western Societies
ANT 236	Economic Anthropology
ANT 241	Anthropology of Development
ANT 243	Colloquium in Political Ecology: Gender, Knowledge, Culture
ANT 340	Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
ANT 341	Seminar: Ritual, Ideology and Power
ANT 342	Seminar: Population, Environment and Development
BIO 206	Conservation of Natural Resources
ECO 211	Economic Development
[ECO 213	The World Food System]

GEO 109	The Environment
GOV 231	Government and Plural Societies
GOV 346	Seminar in International Politics: International Organizations and National Politics
[GOV 233	Problems in Political Development]
GOV 243	International Law
GOV 251	Problems of International Security
GOV 341	Seminar in International Politics: National Security Policy After the Cold War
GOV 347	Seminar in International Politics: The 1991 Persian Gulf War

2. One course in international economics or finance:

ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 208	European Economic Development
ECO 209	Comparative Economic Systems
GOV 242	Politics of International Economic Relations
[GOV 352	Seminar: International Development Policy]

3. One course in contemporary American foreign policy:

GOV 244	Foreign Policy of the United States
GOV 341	Seminar in International Politics: National Security Policy After the Cold War
[GOV 342	Seminar: Studies in U.S. Foreign Policy]
HST 273	Contemporary America

4. One course in modern European history or government with an international emphasis:
- ECO 309 Seminar: Transitions to Capitalism in Eastern Europe
- ECO 311 Seminar: Miracle Economies? Economic Development in East Asia
- GOV 221 The Politics of Western Europe
- [GOV 223 Government and Politics of the Soviet Union and Its Successor States]
- [GOV 323 Seminar in Comparative Government]
- [GOV 347 Seminar: The European Union in the Global Economy]
- [HST 232 Revolutionary Europe, 1787–1815]
- HST 240 Tradition and Change in Russian and Soviet History, 1801–Present
- [HST 245 Europe, 1660–1830]
- HST 247 The Rise and Collapse of the Russian and Soviet Empires
- HST 250 Europe in the 19th Century
- HST 251 Europe in the 20th Century

5. One course on the economy, politics or society of a region other than the United States and Europe:

AFRICA

- [ANT 231 Africa: A Continent in Crisis]
- ANT 232 Politics in Non-Western Societies
- GOV 224 Governments and Politics of the Middle East and North Africa
- GOV 227 Government and Politics of Sub-Saharan Africa
- GOV 321 Power and Politics in Africa: The Female Factor
- GOV 345 South Africa in World Politics

ASIA

- GOV 228 Government and Politics of Japan
- GOV 230 Government and Politics of China
- GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
- GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
- GOV 349 The Political Economy of the Newly Industrializing Countries of Asia
- GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- [HST 210 Modern India]

- [HST 212 China in Transformation A.D. 700–1900]
- HST 213 Aspects of Chinese and Japanese History
- [HST 214 Aspects of Chinese History: Religion in China]
- HST 218 Thought and Art in China
- [HST 317 Topics in Chinese History]
- REL 270 Religious History of India (Ancient and Classical)
- REL 271 Religious History of India (Medieval and Modern)
- REL 272 Buddhist Thought

MIDDLE EAST

- [ECO 214 Economics of the Middle East and North Africa]
- GOV 224 Governments and Politics of the Middle East and North Africa
- [GOV 229 Government and Politics of Israel]
- GOV 248 The Arab-Israeli Dispute
- HST 208 The Shaping of the Modern Middle East
- REL 275 The Islamic Tradition

LATIN AMERICA

- ANT 237 Native South Americans: Conquest and Resistance
- [ECO 318 Seminar: Latin American Economics]
- GOV 226 Latin American Political Systems
- GOV 322 Seminar in Comparative Government: Mexican Politics From 1910–Present
- [GOV 324 Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
- GOV 343 Seminar in International Politics: U.S.–Latin American Relations after the Cold War
- HST 261 National Latin America, 1821 to the Present
- HST 263 Continuity and Change in Spanish America and Brazil
- [HST 361 Problems in the History of Spanish America and Brazil]
- LAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

Interterm Courses Offered for Credit

[ARH 280j Museum Studies]

BIO 370j Tropical Ecology of Belize

CHM 241j How NMR Really Works

CHM 342j NMR Spectroscopy in Two Dimensions

ESS 175j Applied Exercise Science

[ESS 905j Badminton]

ESS 950j Self-Defense I

ESS 952j Self-Defense II

[ESS 960j Squash (Beginning)]

FRN 255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

[GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis]

[GEO 270j Carbonate Systems and Coral Reefs of the Bahamas]

REL 215j Exploring the Holy Land

A schedule of important dates and information applicable to January Interterm courses is issued by the registrar's office prior to pre-registration in the fall.

Italian Language and Literature

Professor

Alfonso Procaccini, Ph.D., *Chair*

Associate Professor

Giovanna T. Bellesia, Ph.D.

Assistant Professors

Anna Botta, Ph.D.

Giancarlo Lombardi, Ph.D.

Lecturers

§Vittoria Offredi Poletto, B.A.

Robert Bufalini, Ph.D.

Assistant

Angela Lepori

It is recommended that students planning to major in Italian take HST 100a, HST 223a, 224b, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should take Italian in the first two years. Courses in European history and in other literatures are also recommended.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students. {F} 8 credits

First semester: *Anna Botta*, M W F 11 a.m.–12:10 p.m.; *Giancarlo Lombardi*, M W F 1:10–2:20 p.m. Second semester: *Robert Bufalini*, M W F 11 a.m.–12:10 p.m.; *Giancarlo Lombardi*, M W F 1:10–2:20 p.m.

110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to

profit from study abroad. Regular attendance and language laboratory work are required. Preference given to first- and second-year students. {F} 12 credits

First semester: *Robert Bufalini*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giancarlo Lombardi*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Second semester: *Robert Bufalini*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giancarlo Lombardi*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings. {F} 8 credits

Giovanna Bellesia

M W F 11 a.m.–12:10 p.m.

220a High Intermediate Italian

Reading of and comment on not exclusively literary Italian texts and newspaper articles with special emphasis on syntax and style. English-Italian translation. Prerequisite: 110d, 120d or permission of the department. {F} 4 credits

Anna Botta, M W F 9–9:50 a.m. and one hour to be arranged

Giovanna Bellesia, M W F 10–10:50 a.m., Th 4–4:50 p.m.

230b Advanced Italian

A continuation of 220a, with emphasis on development of style. Intensive oral and written work.

Prerequisite: 220a or permission of the department. {F} 4 credits

Anna Botta, M W F 9–9:50 a.m., Th 4–4:50 p.m., and one hour to be arranged; *Giovanna Bellesia*, M W F 10–10:50 a.m., Th 4–4:50 p.m., and one hour to be arranged

Literature

250a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. {L/F} 4 credits

Anna Botta

T Th 10:30–11:50 a.m.

251b Survey of Italian Literature

A continuation of 250a from the Renaissance to the present. Prerequisite 250a. {L/F} 4 credits

Anna Botta

T Th 10:30–11:50 a.m.

332d Dante: Vita Nuova, Divina Commedia

{L/F} 8 credits

Alfonso Procaccini

Th 7:30–10 p.m.

334b Boccaccio and the Novella

Themes, structure and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English. {L} 4 credits

Alfonso Procaccini

M W 1:10–2:30 p.m.

[338b Italian Literature of the 19th Century]

{L} 4 credits

[342a Italian Cinema]

A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini and Bertolucci. Conducted in English. {L/A} 4 credits

343a Modern Italian Literature

Topic: Modern Italian Women Writers: Mothers and Daughters. {L} 4 credits

To be announced

T Th 9–10:20 a.m.

404a Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level. 4 credits

Members of the Department

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Advisers for Study Abroad: Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, nine semester courses. The nine semester courses shall include 230b, 250a, 251b and 332d; and four of the following: 334, [338], [342], 343, 404, [CLT 305] (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

The Minor

Advisers: Members of the Department.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue

with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Requirements: six semester courses including the following: 220a, 230b, 250a and 251b. Choice of two from two different periods including: 334, [338], [342], 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

Directors: Members of the Department.

430d Thesis

8 credits

431a Thesis

8 credits

Basis: 220a.

Requirements: 10 semester courses in addition to the basis, as in the major, and a thesis written in both semesters of the senior year, with a final oral examination in Italian of the subject and the general area of the thesis.

Graduate

Advisers: Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

550a Research and Thesis

4 credits

550b Research and Thesis

4 credits

550d Research and Thesis

8 credits

551a Advanced Studies

4 credits

551b Advanced Studies

4 credits

551d Advanced Studies

8 credits

Jewish Studies

*Howard Adelman, Ph.D., Associate Professor and
Director of the Jewish Studies Program

**William Allan Neilson Professor, Visiting
Professor in Jewish Studies and Quigley
Visiting Professor in Women's Studies**
Judith Plaskow, Ph.D.

Kennedy Professor in Renaissance Studies
Kenneth R. Stow, Ph.D.

Research Associate
Anna Foa

Jewish Studies Advisory Committee

Martha A. Ackelsberg, Professor of Government
Ernest Benz, Associate Professor of History
Bruce Theodore Dahlberg, Professor of Religion
and Biblical Literature
Donna Robinson Divine, Professor of Government,
Chair

**Karl Paul Donfried, Professor of Religion and
Biblical Literature
Lois Dubin, Assistant Professor of Religion and
Biblical Literature
Myron Peretz Glazer, Professor of Sociology
†Daniel Horowitz, Professor of American Studies
and of History
Peter Isaac Rose, Professor of Sociology

[187a The Jewish Heritage]

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the shtetl, the United States and modern Israel will be read in English translation. **{L/H}** 4 credits

Howard Adelman

4 credits

Howard Adelman

225a Feminism and Judaism

An introduction to major texts and issues in the contemporary feminist transformation of Judaism. Topics will include the search for a usable past, women and Jewish law, new images of God, transformation of ritual and new understandings of sexuality and family. **(E) {S}** 4 credits

Judith Plaskow

M W 11 a.m.–12:10 p.m.

200-Level Courses

[224b Women in Rabbinic Literature]

An introduction to the Jewish textual tradition, the world of rabbinic discourse and the literary genres produced, including biblical narratives about women and female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women in Mishnah, Gemara, responsa, codes and commentaries, addressing issues of marriage, the family, divorce, wife-beating, abandonment, lesbianism, adultery, abortion, birth control, prostitution, rape. All readings will be in English translation. **{L/H}**

AAS 255b African-Americans and American Jews in the U.S. From Colonial Times to the Present

The historical relationship between African-Americans and American Jews is long and complex. It intersects at many points and over many issues during the past two centuries. The points of extensive contact between African-Americans and American Jews will be the focus of this course. **(E) {H/S}** 4 credits

*Louis Wilson (Afro-American Studies) and
Howard Adelman*

M W 2:40–4 p.m.

[285a Jews and World Civilization, 30–1492]

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish life in medieval Europe, including English, French, Italian, Byzantine, Portuguese and Spanish lands; relations with levels of Christian hierarchy from popes and kings to peasants; crusades, expulsions and inquisitions; Ashkenazic and Sephardic culture. {H} 4 credits
Howard Adelman

[286b Jews and European Civilization, 1492–1942]

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, antisemitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism). {H} 4 credits
Howard Adelman

[287b The Holocaust and History]

Questions about the relationships between the Nazi era (1933–1945) and earlier Jewish and European history; the rise of the Nazis and antisemitism; origins of the “Final Solution” and Nazi ideology; the implementation of the Nazi program against the Jews and the treatment of other groups throughout Europe; Jewish leadership and resistance. The focus will be on conflicting interpretations, historiographic controversies and differing methodological approaches; students will be involved in individual research and class presentation. {H} 4 credits
Howard Adelman

288a Verging on Modernity: Jewish Life in the Era of Renaissance and Reform

Medieval forms of politics, family, intellectual endeavor and religion were changing, but hardly disappearing. How did these changes affect the Jews as civil subjects, academicians and social beings? Where was Jewish behavior alike, unlike or molded in whole or part by that of the Christians—and sometimes Muslims—among whom they lived? How did this molding affect questions of gender and self-perceptions as entertained by both individuals and the group as a whole? The

principal test case to answer these questions will be the Jews of Italy, the center of Jewish life at this time, and the Jews of Rome in particular. {E} {H} 4 credits

Kenneth Stow

M W 2:40–4 p.m.

300-Level Courses

Prerequisite: at least one 200-level course in Jewish studies, religion or history; or permission of the instructor.

[REL 334b Colloquium: Jewish-Christian Relations]

4 credits

Howard Adelman, Dennis Hudson (Religion)

[385a Jewish Autobiography]

Reading and discussion of autobiographical writings from the past 200 years from Central, Western and Eastern Europe, the United States, Israel, the Holocaust and the Soviet Union. These readings will highlight the struggle for self-expression, family preservation and communal control in light of many diverse circumstances. Readings will be English translations from Hebrew, Yiddish and German. {L/H} 4 credits

[387b Seminar: Women in Jewish History]

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival and personal. Periods covered include Roman, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Offered in alternate years. {H} 4 credits
Howard Adelman

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Advisers: Howard Adelman and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English, Italian and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam have had a major impact on Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry, and Hebrew. A minor in Jewish studies serves to complement offerings in Hebrew Scripture, New Testament or Christian theology; ancient, medieval, early modern or modern history; archaeology, government, anthropology, women's studies or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

BIBLE

- REL 210a Introduction to the Bible I: Old Testament
- REL 220b Introduction to the Bible II: New Testament
- [REL 311b Seminar: Contemporary Issues in Biblical Interpretation]

JEWISH HISTORY

- [JUD 285a Jews and World Civilization, 30–1492]
- [JUD 286b Jews and European Civilization, 1492–1942]
- JUD 288a Verging on Modernity: Jewish Life in the Era of Renaissance and Reform
- [JUD 387b Women in Jewish History]

JEWISH LITERATURE

- [JUD 187a The Jewish Heritage]
- [JUD 224b Women in Rabbinic Literature]
- [JUD 385a Jewish Autobiography]

JEWISH RELIGIOUS THOUGHT

- JUD 225a Feminism and Judaism
- REL 235a Jewish Spirituality: Philosophers and Mystics
- [REL 236b Jewish Thought in the Modern Period]
- [REL 334b Jewish-Christian Relations]

HEBREW

- REL 100d Classical Hebrew
- [REL 285a Hebrew Religious Texts]
- [REL 382a Directed Readings in Religious Texts]

CONTEMPORARY JEWRY

- AAS 255b African-Americans and American Jews in the U.S. From Colonial Times to the Present
- GOV 224a Government and Politics of the Middle East and North Africa
- [GOV 229a Government and Politics of Israel]
- GOV 248a The Arab-Israeli Dispute
- [JUD 287a The Holocaust and History]
- REL 110b Sec. F: Issues in Contemporary Judaism

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the director of the Jewish Studies Program or a member of the Advisory Committee.

Latin American Studies

Advisers and Members of the Latin American Studies Committee

Susan C. Bourque, Professor of Government

Andrew Zimbalist, Professor of Economics

Charles Mann Cutler, Jr., Professor of Spanish and Portuguese

****Donald Joralemon**, Associate Professor of Anthropology

Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies

****Nola Reinhardt**, Associate Professor of Economics

Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese

Ann Zulawski, Associate Professor of History and of Latin American Studies, *Director*

Velma García, Assistant Professor of Government

****Maria Estela Harretche**, Assistant Professor of Spanish and Portuguese

Dana Leibsohn, Assistant Professor of Art

Angeles Placer, Assistant Professor of Spanish and Portuguese

William Allan Neilson Professor

June Nash, Ph.D.

100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as: perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. **{S/L}** 4 credits

Marina Kaplan

T Th 1–2:30 p.m.

juniors and seniors. **{S}** 4 credits

June Nash

Th 1–2:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

301a Seminar: Topics in Latin American Studies

Topic for 1996–97: Development Options and Social Movements in Latin America. Development in the Neoliberal fast track of free markets and export-oriented economy has set the stage for social movements that involve broad sectors of the population. The course will study these new social movements, focusing on ethnographies of communities, issues of identity, the redefinition of the political arena and the opposition between neoliberal development and alternative development proposals put forth by the newly mobilized sectors of the population (women, indigenous communities). The course may be tailored to meet students' individual interests. Open to qualified

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, history, literature, government and theatre.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America:

María Estela Harretche.

Adviser for Study Abroad in Brazil: Charles Cutler.

Five-year option with Georgetown University: students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b

Requirements:

1. Two courses in Spanish American literature—usually SLL 260a and SLL 261b. Advanced language students may replace one of these with a topics course, such as SLL 372a or SLL 373b. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1996–97

ANTHROPOLOGY

237a Native South Americans: Conquest and Development

ART

204a Arts of the Pre-Columbian Andes
304a Arts of Africa, Oceania and the Americas: Topic for 1996–97:
Current Criticism and Methodologies

COMPARATIVE LITERATURE

268b Latina and Latin American Women Writers

DANCE

142a Comparative Caribbean Dance I
243a Comparative Caribbean Dance II

ECONOMICS

211a Economic Development

GOVERNMENT

216b Minority Politics
226a Latin American Political Systems
307b Seminar in American Government:
Topic for 1996–97: Latinos and
Politics in the U.S.
322a Seminar in Comparative Government:
Topic for 1996–97: Mexican Politics
from 1910 to the Present
343b Seminar in International Politics
Topic for 1996–97: U.S.–Latin
American Relations after the Cold War

HISTORY

260a Colonial Latin America, 1492–1821
261b National Latin America, 1821 to the
Present
263b Continuity and Change in Spanish
America and Brazil
Topic for 1996–97: Gender in the
Study of Latin America

SPANISH AND PORTUGUESE

POR 210b Literature and Culture in the
Portuguese-Speaking World: Brazil in
Music and Film from the 1920s to the
1980s
[POR 220a Literary Currents in the Portuguese-
Speaking World: Brazil, Portugal and
Lusophone Africa (In Portuguese)]
SLL 260a Survey of Latin American Literature I
SLL 261b Survey of Latin American Literature II
SLL 372a Themes in Latin American Literature
Topic for 1996–97: Carnival and
Performance in Spanish American
Literature
SLL 373b Movements in Latin American
Literature: Topic for 1996–97: After
the '60s

THEATRE

141a Acting I (Section 2): Topic for
1996–97: Performing Text: Spanish
Language from Page to Stage (This
course will count as a 200-level
course in Spanish.)
313a Masters and Movement in Drama
(Section 2) Contemporary Latino and
Latina Writers North and South of the
Border

The Minor

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include HST 260, HST 261 and SLL 260a or SLL 261b, and at least one course at the 300 level.

Honors

Director: Velma García.

430d Thesis

8 credits

431a Thesis

8 credits

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

For Five College Certificate in Latin American Studies see the description on page 353.

Logic

Co-Directors and Advisers

James Henle, Professor of Mathematics
Thomas Tymoczko, Professor of Philosophy

Merrie Bergmann, Associate Professor of
Computer Science

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. **{M}** 4 credits

James Henle (Mathematics), Thomas Tymoczko (Philosophy)

Lec. M W 11 a.m.–12:10 p.m.; dis. Th 9–10:10 a.m. or F 11 a.m.–12:10 p.m.

[101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating and the popular press. Symbolic translation, modeling, puzzles, paradoxes and the analysis of statistical discourse. Enrollment limited to 24. 4 credits

PHI 202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits

Thomas Tymoczko

M W F 11 a.m.–12:10 p.m.

PHI 203b Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Infinity. After the initial meeting, the course will meet for the second half of the semester. **{M}** 2 credits

Thomas Tymoczko

M W F 11 a.m.–12:10 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Five courses will be required:

LOG 100a Valid and Invalid Reasoning
or

PHI 202b Symbolic Logic

[MTH 217b Mathematical Structures]

PHI 220b Logic and the Undecidable

Plus two of the following:

CSC 111a or b	Computer Science I
CSC 250a	Foundations of Computer Science
MTH 153a or b	Introduction to Discrete Mathematics
MTH 224b	Topics in Geometry
MTH 233a	An Introduction to Modern Algebra
[MTH 238b	Topics in Number Theory]
MTH 350b	Topics in the History of Mathematics
PHI 203b	Topics in Symbolic Logic
PHI 224b	Philosophy and History of Scientific Thought
[PHI 236a	Linguistic Structures]
[PHI 262b	Meaning and Truth]
[PHI 310a	Recent and Contemporary Philosophy]
[PHI 322b	Topics in Advanced Logic]
PHI 362a	Seminar: Philosophy of Language
LOG 404a, b	Special Studies in Logic

Students with sufficient background may be excused from LOG 100a and PHI 202b.

Marine Sciences

Advisers

H. Allen Curran, Professor of Geology, *Co-Director*

Paulette Peckol, Professor of Biological Sciences, *Co-Director*

John Burk, Professor of Biological Sciences
Mary Laprade, Lecturer in Biological Sciences
Brian White, Professor of Geology

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows:

GEO 108b Oceanography; BIO 264a Marine Ecology (BIO 265a must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

GEOLOGY

- 231a Invertebrate Paleontology and Paleoecology
- 232a Sedimentology
- [270j Carbonate Systems and Coral Reefs of the Bahamas]
- [311a Environmental Geophysics]
- 334b Carbonate Sedimentology
- 404 Special Studies (a or b)

BIOLOGICAL SCIENCES

- 242a Invertebrate Zoology and required Concurrent Laboratory 243a
- 260a Principles of Ecology and optional Concurrent Laboratory 261a
- 338b Morphology of Algae and Fungi and required Concurrent Laboratory 339b
- [350b Biogeography]

- 356a Plant Ecology and required Concurrent Laboratory 357a
- [364b Topics in Environmental Biology]
- 370j Tropical Ecology of Belize
- 400 Special Studies (a or b)

SOCIAL SCIENCES

- ECO 224b Environmental Economics
- GOV 243a International Law
- GOV 404 Special Studies (a or b)
- PPL 303b Public Policy for Marine and Coastal Resources

Five College Courses

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 524s: Coastal Plant Ecology
- Geology 591f: Marine Micropaleontology
- Res EC 474s: Marine Resources Economics
- Geography 391As: Coastal Resource Policy

Off-Campus Courses

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies.

Mathematics

Professors

Marjorie Lee Senechal, Ph.D.
 James Joseph Callahan, Ph.D., *Chair*
 Michael O. Albertson, Ph.D.
 David Warren Cohen, Ph.D.
 Phyllis Joan Cassidy, Ph.D.
 James M. Henle, Ph.D.

Associate Professors

Patricia L. Sipe, Ph.D.
 Katherine Taylor Halvorsen, D.Sc.
 Pau Atela, Ph.D.
 Ruth Haas, Ph.D.

Lecturer

Mary Murphy, M.A.T.

A student with three or four years of high school algebra (the final year may be called analysis, pre-calculus, trigonometry, functions or AP mathematics) but no calculus should enroll in Calculus I (111) or Intensive Calculus with Discrete Mathematics (125—open by permission of the instructor only). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Calculus: Effective Computation and Power Series (114) in her first year. If a student has a year of BC calculus, she may omit Calculus: Effective Computation and Power Series.

A student with two years of high school algebra should enroll in Precalculus (102). This course provides a solid basis for calculus, and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Elementary Functions (101).

Statistical Thinking (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive four credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive eight credits, providing she does not take 111, 112 or 114 for credit. She can receive credit for at most one of these examinations.

Students who are considering a major or minor in mathematics are encouraged to talk to a

member of the department about the courses, goals and schedules.

For further information about the mathematics program, consult *A Guide for Majors and Minors in Mathematics* (available from department members).

101d Algebra and Elementary Functions

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem-solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic and trigonometric functions. Enrollment limited. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b. **(M)** 8 credits

Mary Murphy

M W F 1:10–2:30 p.m.; lab to be arranged

102a Pre-Calculus Mathematics

Functions, graphs, mathematical models, optimization, trigonometry, algebra. For students who need additional preparation before taking calculus. **(M)** 4 credits

Mary Murphy

M W F 8–8:50 a.m.; M W F 9–9:50 a.m.; lab M 2:40–4 p.m. or T 3–4:30 p.m.

[102b Pre-Calculus Mathematics]

A repetition of 102a. **(M)** 4 credits

105b Discovering Mathematics

This course provides a place where intuition and creativity play as large a role as reasoning and analytic skills in the exploration of mathematics. Students from all disciplines are welcome. There are no prerequisites. **{M}** 4 credits

Marjorie Senechal, T Th 9–10:20 a.m.; *James Henle*, T Th 10:30–11:50 a.m.

107a Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data and write reports on our findings. Prerequisite: high school algebra. **{M}** 4 credits

Katherine Halvorsen
T Th 10:30–11:50 a.m.

111a Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 10–10:50 a.m., Th 4–4:50 p.m.; M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.; T Th 9–10:20 a.m.

111b Calculus I

A repetition of 111a. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

112a Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories.

Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent. **{M}** 4 credits

James Callahan

M W F 11 a.m.–12:10 p.m.

112b Calculus II

A repetition of 112a. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

114a Calculus: Effective Computation and Power Series

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

114b Calculus: Effective Computation and Power Series

A repetition of 114a. **{M}** 4 credits

Michael Albertson

T Th 10:30–11:50 a.m.

125d Intensive Calculus with Discrete Mathematics

An introduction to discrete and continuous mathematical modeling, including calculus, combinatorics, algorithms, computation and numerical methods. The scientific context will be emphasized, and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion, differentiation, integration, discrete and continuous dynamical systems, mathematical induction and infinite series. Course work will be concentrated during the fall. Credits are apportioned eight for the first semester and four for the second semester. Consequently, students are advised to take only two additional courses during the first semester, but three during the second semester. Enrollment limited to 25. Permission of the

instructor required. **{M}** 12 credits

Pau Atela (Fall), Patricia Sipe (Spring)

Fall: M W F 10–10:50 a.m., T Th 1–2:50 p.m.,

W 7:30–9:30 p.m.

Spring: M W F 10–10:50 a.m., W 7:30–9:30 p.m.

153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits

Marjorie Senechal, M W F 10–10:50 a.m., Th 4–4:50 p.m.; *Michael Albertson*, T Th 10:30–11:50 a.m.

153b Introduction to Discrete Mathematics

A repetition of 153a. **{M}** 4 credits

Ruth Haas

M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.

211a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested. **{M}** 4 credits

Pau Atela, M W F 11 a.m.–12:10 p.m.; *Phyllis Cassidy*, M W F 1:10–2:30 p.m.

211b Linear Algebra

A repetition of 211a. **{M}** 4 credits

Michael Albertson

T Th 9–10:20 a.m.

212a Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two- and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112a or b and 211a or b. 211 may be taken concurrently. **{M}** 4 credits

James Henle

M W F 10–10:50 a.m., Th 4–4:50 p.m.

212b Calculus III

A repetition of 212a. **{M}** 4 credits

Pau Atela

M W F 1:10–2:30 p.m.

[217b Mathematical Structures]

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. **{M}** 4 credits

[PHI 202b Symbolic Logic]

[PHI 220a Logic and the Undecidable]

[PHY 211b Mathematical Methods of Physical Sciences and Engineering II]

222b Differential Equations

Theory and applications of ordinary differential equations. Prerequisites: 211a or b and 212a or b; 212 may be taken concurrently. **{M}** 4 credits

Pau Atela

M W F 11 a.m.–12:10 p.m.

224b Topics in Geometry

Topic for 1996–97: Projective Geometry. Prerequisites: 211a or b and 212a or b. **{M}** 4 credits

Phyllis Cassidy

M W F 10–10:50 a.m.

225b Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: 211a or b and 212a or b, or permission of the instructor. **{M}** 4 credits

James Henle

T Th 9–10:20 a.m.

233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 112a or b or the equivalent, and 211a or b, or permission of the instructor. **{M}** 4 credits

Michael Albertson

T Th 9–10:20 a.m.

[238b Topics in Number Theory]

Offered in alternate years. Prerequisite: 153a or b, 211a or b, or permission of the instructor. {M} 4 credits

243a Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: 211a or b and 212a or b, or permission of the instructor. {M} 4 credits

Patricia Sipe

M W F 11 a.m.–12:10 p.m.

245a Introduction to Probability and Statistics

An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: 111a or b, or 153a or b, or one year of high school calculus, or permission of the instructor. Lab sections limited to 15. {M} 4 credits

Katherine Halvorsen, Stephen Tilley (Biological Sciences)

M W F 1:10–2:30 p.m.; both labs M 2:40–4 p.m.

246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: 153a or b and 212a or b, or permission of the instructor. {M} 4 credits

Katherine Halvorsen

T Th 1–2:50 p.m.

247b Statistics: Introduction to Regression Analysis

The analysis of data using linear models. Applica-

tions of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107a, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b. {M} 4 credits

Katherine Halvorsen

M W F 9–9:50 a.m., Th 8–8:50 a.m.

CSC 250a Foundations of Computer Science**253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisites: 211a or b, 153a or b, or permission of the instructor. {M} 4 credits

Ruth Haas

M W F 9–9:50 a.m.

264a Topics in Applied Mathematics

Topic for 1996–97: Partial differential equations. Differential forms; first-order linear and quasi-linear equations; the Laplace, heat and wave equations. Emphasis will be on geometric visualization and computer analysis of problems and solutions. Prerequisites: 211a or b, 212a or b, or permission of the instructor. {M} 4 credits

James Callaban

M W F 9–9:50 a.m.

[270b Introduction to Numerical Methods]

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration and ordinary differential equations. Prerequisites: 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal. {M} 4 credits

[307a Topics in Mathematics Education]

Prerequisite: 112a or b, 153a or b, or permission of the instructor. {M} 4 credits

325a Complex Analysis

Complex numbers, functions of a complex variable, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the in-

structor. **{M}** 4 credits

Offered at Mount Holyoke College

T Th 1–2:50 p.m.

333b Topics in Abstract Algebra

Prerequisite: 233a. **{M}** 4 credits

Offered at Mount Holyoke College

342a Topics in Topology and Geometry

Topic for 1996–97: General topology, topological groups and Lie groups. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits

David Cohen

M W 2:40–4 p.m., F 2:40–4 p.m. at the option of the instructor

343b Topics in Mathematical Analysis

Topic for 1996–97: To be announced. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits

Patricia Sipe

M W 1:10–2:30 p.m., F 1:10–2:30 p.m. at the option of the instructor

346b Seminar: Mathematical Statistics

An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites: 212a or b and 246a. **{M}** 4 credits

Katherine Halvorsen

T Th 1–2:50 p.m.

350b Topics in the History of Mathematics

Topic for 1996–97: Mathematical communities. Subjects will include Plato's Academy, Fermat and his correspondents, mathematics at Göttingen and the funding of American mathematics. Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor. **{M}** 4 credits

Marjorie Senechal

T Th 10:30–11:50 a.m.

353a Advanced Topics in Discrete Applied Mathematics

Topic for 1996–97: Combinatorial Topics of Operations Research. The mathematics underlying the applications of mathematics to government and industry: mathematical modeling; such opti-

mization techniques as linear programming; networks modeled by graphs with values on the edges; the geometry of an n -variable problem. We will cover both the process of modeling economic problems and the geometry and algebra that drive the mathematical techniques. Alternates with MTH 364a. Prerequisites: 211, 212, 253 or permission of the instructor. **{M}** 4 credits

Ruth Haas

T Th 10:30–11:50 a.m.

[364a Advanced Topics in Continuous Applied Mathematics]

Prerequisites: 211a or b, 212a or b. Alternates with 353a. **{M}** 4 credits

404a Special Studies

By permission of the department, for majors who have had at least four semester courses at the intermediate level. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, Phyllis Cassidy, David Cohen, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe.

Adviser for Study Abroad: David Cohen.

Requirements: 10 semester courses, including 153a or b, 211a or b and 212a or b. All courses must come from the intermediate (200) level or above, except that two courses may be counted from 112a or b, 114a or b, 153a or b. At least one course must be at the 300 level; however, neither 307 nor 404 satisfies this requirement. Only Smith College courses (which may meet at Smith or Mount Holyoke) satisfy the 300-level requirement. One or two of the required courses may be replaced by twice as many courses from the following courses: [AST 337b], 351a, 352b; CHM 331a, 332b; CSC 240b, 252a, [274b], 390b; PHY 214b, 220a, 222a, 322b, 340b. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

Note that 10 semester courses at Smith College normally total 40 credits. A student transferring credits from other institutions must have 10 courses totaling at least 38 credits and have her program approved by her adviser.

The Minor

Adviser: Patricia Sipe.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above. Normally, all courses that are counted toward these requirements must be taken for a letter grade.

Applied Mathematics Minor

153, 212, 222, 225, 233, 245, 246, 247, 253, 264, [270], 325, 346, 353, [364], PHY 211.

Discrete Mathematics Minor

153, [270], PHI 220, 233, [238], CSC 250, 253, 333, 353.

Algebra-Analysis-Geometry Minor

153, 212, [217], PHI 220, 224, 233, [238], 243, 325, 333, 342, 343.

Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

Honors

Director: Patricia Sipe.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: in addition to the credits required for the major, students must take 431a or 432d (for either eight or 12 credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

Graduate

580a Special Studies in Topology and Analysis

4 credits

580b Special Studies in Topology and Analysis

4 credits

581a Special Studies in Modern Geometry

4 credits

581b Special Studies in Modern Geometry

4 credits

582a Special Studies in Algebra

4 credits

Medieval Studies

Advisers and Members of the Medieval Studies Council

Alfonso Procaccini, Professor of Italian Language and Literature

Eglal Doss-Quinby, Associate Professor of French Language and Literature, *Director*

Craig Davis, Associate Professor of English Language and Literature

Nancy Mason Bradbury, Assistant Professor of English Language and Literature

Brigitte Buettner, Assistant Professor of Art

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis: Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for credit in the major); FRN 253a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b are taken, four credits may be counted toward the basis.

Latin Requirement: All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 214b) or a course in Virgil (Latin 213b) or Ovid (Latin 216b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:

1. A total of eight semester courses, excluding the basis and the Latin requirement.
2. Six courses at the 200 level or above, as follows: 1) medieval history (four credits); 2) medieval religion (four credits); 3) one course (four credits) in either medieval art or music; 4) two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department: one course in classical Latin literature may be taken in fulfillment of this requirement; and 5) one other course (four credits). These six 200-level courses are to be chosen from the list of approved courses below.
3. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the first four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

The Minor

Required Courses: Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Latin Requirement: The Latin requirement for the minor is the same as for the major.

Approved courses for 1996–97 are as follows:

ART

- 221a Early Medieval Art
- 222b Romanesque Art
- [224b Gothic Art]
- 321b Studies in Medieval Art: The Arts in Late Medieval Courts

COMPARATIVE LITERATURE

- [279a Women Writers of the Middle Ages]
- 309b Arthurian Literature of the Middle Ages

ENGLISH

- [214a Old English]
- [215b *Beowulf*]
- 216a/b Chaucer
- 217b Old Norse

FRENCH

- 253a Medieval and Renaissance France
- [310b Medieval Literature]
- 391a Theme and Form in French Literature: Topic for 1996–97: Women Writers of the Middle Ages and Renaissance

HISTORY

- 207a Islamic Civilization to the 15th Century
- 224a Europe in the Age of Migration, 300–1050
- [225b Europe in the Age of the Commercial Revolution, 1050–1300]
- 226b Social History of European Monasticism
- [227a Early English History]
- [230a Europe from 1300–1530 and the Civilization of the Renaissance in Italy]
- 291a Topics in Comparative History: The Plague of Justinian and the Black Death
- [302a Topics in Ancient History: Late Antique and Early Medieval Rome]
- 320b Early European History to 1300: Topic for 1996–97: Romanesque Christianity in Germanic Europe
- [330b Topics in European History, 1300–1660]

ITALIAN

- 250a Survey of Italian Literature
- 332d Dante: *Vita Nuova*, *Divina Commedia*
- 334b Boccaccio and the Novella

JEWISH STUDIES

- [224b Women in Rabbinic Literature]
- [285a Jews and World Civilization, 30–1492]
- [387b Women in Jewish History]

LATIN

- [213b Virgil, *Aeneid*]
- 214b Medieval Latin
- 216b Poetry of Ovid

MUSIC

- 200a A Historical Survey of Music
- [302b Music in the Middle Ages]
- [503b Seminar in Medieval Music]

RELIGION AND BIBLICAL LITERATURE

- [230a Western Christian Thought and Practice (30–1100)]
- 231b Eastern Christian Thought and Practice
- [232b Western Christian Thought and Practice (1100–1800)]
- 235a Jewish Spirituality: Philosophers and Mystics
- 275a The Islamic Tradition
- [334b Jewish-Christian Relations]

SPANISH AND PORTUGUESE

- 250a Literary Currents in Spain I
- 251b Literary Currents in Spain II
- [330b The Epic Tradition: Poems, Chronicles and Ballads]
- [331a The Structure of the Spanish Middle Ages in Literature]
- 332a Love and Desire in Medieval Literature

404a Special Studies

Admission by permission of the instructor and the Medieval Studies Council.
4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Honors

431a Thesis

Admission by permission of the Medieval Studies Council. 8 credits

Requirements: the same as those for the major, except that the thesis (eight credits), which is to be written during the first semester of the senior year, shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis and a written examination on the area of concentration within the major.

Music

Professors

Philipp Otto Naegele, Ph.D., *Chair*

**William Petrie Wittig, Mus.M.

Ronald Christopher Perera, A.M.

*Peter Anthony Bloom, Ph.D.

**Donald Franklin Wheelock, M.Mus.

John Porter Sessions, Mus.M.

*Richard Jonathan Sherr, Ph.D.

Monica Jakuc, M.S.

**Ruth Ames Solie, Ph.D.

Kenneth Edward Fearn, Mus.M.

*Karen Smith Emerson, M.M.

Associate Professors

Janet Lyman Hill, M.A.

**Jane Bryden, M.M.

Raphael Atlas, Ph.D.

**John Van Buskirk, M.M.

Assistant Professors

Grant Russell Moss, D.M.A.

Margaret Sarkissian, Ph.D.

Lecturers

Paul Flight, M.M.

Amelita Grace Cajuat, D.M.A.

¹Louise Litterick

²Daniel Warner

Teaching Fellows

Ann-Lis Eklund

Patricia James

Alicia Mathewson

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

Introductory Courses

100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

A. Fundamentals of Music

An introduction, intended for beginners, to music notation and to principles of musical organization, including scales, keys, rhythm and meter. {A}

Grant Moss, M W F 11 a.m.–12:10 p.m.; *Ruth Solie*, T Th 9–10:20 a.m.

B. Music, the Visual Arts and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television. {A}

William Wittig

T 1–2:50 p.m., Th 1–1:50 p.m.

[C. Contemplating Opera]

An introduction to opera through a close examination of selected masterpieces. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Don Giovanni*, *Otello*, *Madama Butterfly*, *Porgy and Bess*, *Treemonisha*, *The Yellow Wallpaper*. The work of the course will include viewing operas on videotape. {A}

D. The Art of Listening

An introduction to music for audience members, dealing primarily with the standard classical repertoire. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. {A}

Ruth Solie

M W F 10–10:50 a.m.

E. Music and Cross-Cultural Contact

Is “cultural gray-out” inevitable? Could the world become a “global village”? This course aims to answer such questions by examining the wide variety of musical responses to cross-cultural contact. Topics under discussion will range from Orientalism in the history of Western art music to the impact of modern technology on the contemporary World Beat phenomenon. {A}

Margaret Sarkissian

M W F 9–9:50 a.m.

100b Colloquia

4 credits

A. Fundamentals of Music

A repetition of 100a (A). {A}

To be announced

T Th 9–10:20 a.m.

[B. Music, the Visual Arts and the Media]

A repetition of 100a (B). {A}

[C. Women Composing]

An exploration of the lives and the music of women who composed in the Western tradition in various historical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments and their access to appropriate education and professional training. {A}

D. Music and Gender in Cross-Cultural Perspective

Using case studies ranging from the Middle East to Native America as points of departure, this course will explore the role of music in processes of socialization, segregation and gender-based power relations. Although the readings will focus prima-

rily on non-Western music, contemporary manifestations of American popular music culture will also be considered. {S/A}

Margaret Sarkissian

M W F 9–9:50 a.m.

[E. Words and Music]

An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests. {A}

[F. Music in France in the Good Old Days]

Music in France (by Bizet, Massenet, Wagner, Debussy and others) in the period from the 1870s to the First World War—the so-called *belle époque* or “good old days”—when the stock of native musicians witnessed a dramatic rise on the French aesthetic market. Video and audio recordings; selected readings. To improve their ability to think and to *write* about music, students will prepare a series of one-page papers as the bases of discussions of such issues as operatic characterization and the relationship of operatic settings to literary sources. To be offered in 1997–98. {A}

Peter Bloom

[G. Choral Music]

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. {A}

101a Introduction to World Music

A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on interrelationships between music and society. Each unit will contain a general overview of the region, detailed study of one or more genres and a discussion of contemporary popular musics. {A} 4 credits

Margaret Sarkissian

M W F 10–10:50 a.m.

102a Classical and Popular Music in the 20th Century

An introduction to music designed specifically for those with no previous training, with special emphasis on African-American traditions, spirituals, rags, blues and their incorporation into classical style. Restricted to juniors and seniors. Enrollment limited to 40. **{A}** 4 credits

William Wittig

T Th 10:30–11:50 a.m.

103a Sight-Singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. **{A}** 1 credit

Grace Cajiuat

T Th 1–2:50 p.m.

103b Sight-Singing

A repetition of 103a. **{A}** 1 credit

Grace Cajiuat

T Th 1–2:50 p.m.

PHY 107a Musical Sound

110a Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **{A}** 4 credits

Raphael Atlas, M W F 11 a.m.–12:10 p.m.;

Donald Wheelock, M W F 1:10–2:30 p.m.

111b Analysis and Repertory

A continuation of 110a. Prerequisite: 110a or permission of the instructor. **{A}** 4 credits

Ronald Perera, M W F 10–10:50 a.m.; *Raphael Atlas*

ments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **{A}** 4 credits

Margaret Sarkissian

T Th 9–10:20 a.m.

201b A Historical Survey of Music

A continuation of 200a (but available separately). Western music from the mid-18th century to the 20th century. Open to students who have had previous musical experience or who have obtained permission of the instructor. **{A}** 4 credits

Peter Bloom

T Th 9–10:20 a.m.

[210b Advanced Tonal Analysis]

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor. **{A}** 4 credits

211b Tonal Counterpoint

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor.

{A} 4 credits

Daniel Warner

T Th 1–2:50 p.m.

212a Analysis and Repertory: 20th Century

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111b or permission of the instructor. Offered in alternate years.

{A} 4 credits

Raphael Atlas

M W F 1:10–2:20 p.m.

220b Area Studies in Ethnomusicology

Topic for 1996–97: Southeast Asia. This course focuses on the so-called “gong-chime cultures.” Although there will be strong emphasis on the cultures and musics of Indonesia (especially Java and Bali), other Southeast Asia areas will be considered as time permits. Knowledge of Western music theory is not required. Students will study

Intermediate and Advanced Courses

200a A Historical Survey of Music

An introduction to the principal styles and monu-

indigenous forms of musical analysis and will gain practical experience of Central Javanese gamelan music. Prerequisite: 101 or permission of the instructor. **{S/A}** 4 credits

Margaret Sarkissian

M W F 1:10–2:20 p.m.

[223b Topics in Performance]

Admission by permission of the instructor. **{A}** 4 credits

233a Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor. **{A}** 4 credits

Donald Wheelock

M W F 11 a.m.–12:10 p.m.

[234b Composition]

A continuation of 233a. Prerequisite: 233a or permission of the instructor. **{A}** 4 credits

[241a English and Italian Diction for Singers]

Prerequisite: voice or permission of the instructor. **{A}** 1 credit

Karen Smith Emerson

[241b German and French Diction for Singers]

Prerequisite: voice or permission of the instructor. **{A}** 1 credit

251b The History of the Opera

History of the form from its inception to the present, with emphasis on selected masterworks. **{H/A}** 4 credits

Richard Sherr

M W F 10–10:50 a.m.

302b Music in the Middle Ages

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the 14th century. Prerequisite: 200a or permission of the instructor. **{H/A}** 4 credits

Richard Sherr

M W 2:40–4 p.m.

[305a Music of the High Baroque]

Bach, Handel and their contemporaries. Prerequisite: 200a or permission of the instructor. **{A}** 4 credits

[306a Mozart]

A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201b or permission of the instructor. To be offered in 1997–98. **{A}** 4 credits

Peter Bloom

307b Beethoven

A chronological survey of Beethoven's music, concentrating on piano sonatas, concertos, string quartets and symphonies. Prerequisite: 201b or permission of the instructor. **{A}** 4 credits

Peter Bloom

T 3–4:50 p.m., Th 3–3:50 p.m.

[308a Music in the 19th Century]

Music and Text in the Romantic Era. How have composers interpreted literary texts? What kinds of "readings" are musical compositions? This course will treat selected musical works and their literary sources, with particular attention to those that derive from Goethe's *Faust* (song, choral, operatic and symphonic compositions by Schubert, Berlioz, Liszt, Gounod, Mahler and others). Prerequisite: a course in music history or permission of the instructor. To be offered in 1997–98. **{A}** 4 credits

Peter Bloom

310a Seminar in Contemporary Music

Schoenberg and the New Music. Prerequisite: 210. **{A}** 4 credits

John Sessions

W 7:30–9:30 p.m.

325a Writing About Music

An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertoires and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. **{A}** 4 credits

Ruth Solie

T Th 10:30–11:50 a.m.

331b Topics in Theory

Topic for 1996–97: Analysis, Performance and Criticism. Problems in selected 18th- through 20th-century pieces will be identified and amplified by means of analysis, and solutions presented by various performers in recordings will be critically explored. The course will aim to sharpen listening skills and awareness of musical organization. Questions of historical performance practice will be considered. Prerequisite: 210 or permission of the instructor. {A} 4 credits

Raphael Atlas

T 1–2:50 p.m. with an additional hour to be arranged

340a Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. {A} 4 credits

Donald Wheelock

To be arranged

341b Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. {A} 4 credits

Ronald Perera

To be arranged

345b Electro-Acoustic Music

Introduction to *musique concrète*, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. {A} 4 credits

Ronald Perera

T 3–3:50 p.m., Th 3–4:50 p.m.

404a Special Studies

In the history of music, world music or in the theory or analysis of music. By permission of the department, for juniors and seniors. 4 credits

404b Special Studies

4 credits

Graduate Courses

Requirements for the master of arts degree in music are listed on pages 58–59.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Raphael Atlas.

[502d Proseminar in Music History]

{A} 8 credits

[503a Seminar in Medieval Music]

{A} 4 credits

506a Seminar in Renaissance Music

{A} 4 credits

Louise Litterick

M 7:30–9:30 p.m.

[507b Seminar in Baroque Music]

4 credits

[509b Seminar in Music of the Romantic Era]

{A} 4 credits

510b Seminar in Contemporary Music

Webern and His Successors. {A} 4 credits

John Sessions

W 7:30–9:30 p.m.

580a Special Studies

4 credits

580b Special Studies

4 credits

580d Special Studies

8 credits

590a Research and Thesis

4 credits

590b Research and Thesis

4 credits

590d Research and Thesis

8 credits

Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110a and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the registrar) and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

91+d	First year of performance, four credits for the year
924d	Second year of performance, four credits for the year
928d	Second year of performance, eight credits for the year
934d	Third year of performance, four credits for the year
938d	Third year of performance, eight credits for the year
944d	Fourth year of performance, four credits for the year
948d	Fourth year of performance, eight credits for the year

- A Piano
- B Organ
- C Harpsichord
- D Voice
- E Violin
- F Viola
- G Violoncello
- H Double Bass
- I Viola da Gamba
- J Flute
- K Recorder
- L Oboe
- M Clarinet
- N Bassoon

O French Horn

P Trumpet

Q Trombone

R Tuba

S Percussion

T Guitar

U Lute

V Harp

W Other Instruments

Piano. *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

Organ. Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

Harpsichord. Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

Voice. *Karen Smith Emerson, Jane Bryden.*

Violin. *Philipp Naegele, Janet Hill.*

Viola. *Janet Hill.*

Violoncello. *John Sessions.*

Double bass. (UMass).

Viola da Gamba. *Alice Robbins.*

Wind Instruments. *William Wittig, flute; Karen Hosmer, oboe; Lynn Sussman, clarinet; (UMass), bassoon; Emily Samuels, recorder.*

Brass Instruments. (UMass).

Percussion. (UMass).

Guitar. *Phillip de Fremery (Mount Holyoke).*

Lute. *Robert Castellano.*

Other Instruments.

901a Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the

instructor required. 1 credit
Philipp Naegele, Janet Hill

901b Chamber Music Ensemble

A repetition of 901a. May be repeated for credit. Permission of the instructor required. 1 credit

903a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b and permission of the instructor. Enrollment limited to 10. 2 credits

Grace Cajiuaat

To be arranged

904b Conducting

A continuation of 903a. Prerequisite: 903a or permission of the instructor. Enrollment limited to 10. 2 credits

Grace Cajiuaat

To be arranged

974a Topics in Piano

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study and will integrate performance with readings, listening and written work. Permission of the instructor required. Enrollment limited to 8. 4 credits
Kenneth Fearn

M 7:30–9:30 p.m., plus six hours of private or semi-private instruction per semester

984b Topics in Piano

A continuation of 974a. Permission of the instructor required. Enrollment limited to 8. 4 credits
Kenneth Fearn

M 7:30–9:30 p.m., plus six hours of private or semi-private instruction per semester

[DAN 249b The Mindful Body: Resources for Performing and Visual Artists]

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in

theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12.
2 credits

Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits and section letters:

954d	First year of performance, four credits for the year
958d	First year of performance, eight credits for the year
964d	Second year of performance, four credits for the year
968d	Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

- Piano
- Organ
- Harpsichord
- Voice
- Violin
- Viola
- Violoncello
- Viola da Gamba
- Wind Instruments
- Other Instruments

Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.
Philipp Naegele, Director

Smith College Student Orchestra

One concert each semester. Open by audition to Smith students and to students at the other four colleges. Rehearsals on Tuesdays and some Thursdays.
Paul Flight, Director

Choral Ensembles

Glee Club: open to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students.

College Choir Alpha: open to first-year students and sophomores, and, in some cases, juniors and seniors.

College Choir Omega: open to first-year students and sophomores, and, in some cases, juniors and seniors.

Chamber Singers: open to selected members of the Glee Club and College Choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel.
Paul Flight, Director.

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

The Major
(beginning with the Class of 1999)

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Bloom.

Basis: 110, 111, 200, 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200, 201, 101 or 220; two further courses in music theory, analysis or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Members of the Department.

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be above the 100 level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: John Sessions.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.

Neuroscience

Advisers

Richard Olivo, Professor of Biological Science
 Mary Harrington, Associate Professor of Psychology, *Director*
 Stefan Bodnarenko, Assistant Professor of Psychology
 Ann Hennessey, Assistant Professor of Psychology
 Beth Powell, Lecturer in Psychology

Other Participating Faculty

†Virginia Hayssen, Associate Professor of Biological Sciences
 †Margaret E. Anderson, Professor of Biological Sciences
 Betty McGuire, Assistant Professor of Biological Sciences

The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

REQUIREMENTS: FOUR CORE COURSES:

- PSY 211a Physiology of Behavior and Related Disorders
- BIO 256a Animal Physiology and optional laboratory BIO 257a
- BIO 330b Neurophysiology and required concurrent laboratory BIO 331b
- PSY 311a Neuroanatomy

(Note that all of these courses have prerequisites; see departmental listings.)

PLUS TWO ELECTIVES CHOSEN FROM THE FOLLOWING:

- BIO 230a Cell Biology
- [PSY 212b Developmental Psychobiology]
- BIO 346b Developmental Biology and required concurrent laboratory BIO 347b
- BIO 352a Animal Behavior and required concurrent laboratory BIO 353a
- PSY 312a Research Seminar in Behavioral Neuroscience
- PSY 316b Seminar in Biopsychology

Philosophy

Professors

†Kathryn Pyne Addelson, Ph.D.
 Malcolm B.E. Smith, Ph.D., J.D.
 Thomas Tymoczko, Ph.D., *Chair*
 †Jill G. de Villiers, Ph.D. (Psychology and
 Philosophy)
 John M. Connolly, Ph.D.
 †Elizabeth V. Spelman, Ph.D. (Philosophy and
 Women's Studies)

Associate Professor

Nalini Bhushan, Ph.D.

Assistant Professors

†Susan Levin, Ph.D.
 Ernest Alleva, Ph.D.

Lecturers

Jane Braaten, Ph.D.
 Thomas E. Wartenberg, Ph.D.
 Helen Verran, Ph.D.

Research Associates

Janice Moulton, Ph.D.
 Bat-Ami Bar On, Ph.D.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100a Valid and Invalid Reasoning: What Follows from What?

James Henle (Mathematics), Thomas Tymoczko
 Lec. M W 11 a.m.–12:10 p.m.; dis. Th 9–10:10 a.m. or F 11 a.m.–12:10 p.m.

[100b Thinking About Thinking]

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. To be offered in 1997–98. {H/S} 4 credits

124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. {H/M} 4 credits
Malcolm B.E. Smith, Ernest Alleva
 Lec. M W 11 a.m.–12:10 p.m.; dis. A: Th 1–1:50 p.m.; B: F 11–11:50 a.m.

125b History of Modern Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. {H/M} 4 credits
Ernest Alleva
 Lec. M W 11 a.m.–12:10 p.m.; dis. A: F 10–10:50 a.m.; B: F 11–11:50 a.m.

200b Philosophy Colloquium

Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors; optional for minors. Normally taken in the sophomore year. {M} 4 credits
Nalini Bhushan and Members of the Department
 Lec. T 10:30–11:50 a.m.; dis. A: Th 10:30–11:50 a.m.; B: Th 1–2:20 p.m.

202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits

Thomas Tymoczko

M W F 11 a.m.–12:10 p.m.

203b Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic for spring 1997: Infinity. After the initial meeting, the course will meet for the second half of the semester. **{M}** 2 credits

Thomas Tymoczko

M W F 11 a.m.–12:10 p.m.

[MTH 217b Mathematical Structures]**[PPY 209b Philosophy and History of Psychology]**

See Interdepartmental and Extradepartmental Course Offerings.

210a Issues in Recent and Contemporary Philosophy

Topic for 1996–97: American Philosophy in Black and White. This course explores the adversarial character of debates about race, racism, moral status and identity in recent and contemporary American philosophy. While questioning the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. **{S}** 4 credits

Jane Braaten

T Th 10:30–11:50 a.m.

[211a The Philosophy of Ludwig Wittgenstein]

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended prior courses: 100 and/or 125; LOG 100 or PHI 202. 4 credits

220b Logic and the Undecidable

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently. **{M}** 4 credits

Thomas Tymoczko

M W F 1:10–2:30 p.m.

[PPY 221b Language]**222a Ethics**

An examination of the works of some major moral theorists of the Western philosophical tradition and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. **{H/S}** 4 credits

Ernest Alleva

M W 1:10–2:30 p.m.

224b Philosophy and History of Scientific Thought

A review of major issues in the philosophy of science, from the Greeks to modern times. Consideration of such questions as: What is a scientific theory? Is science cumulative? Does science construct or describe reality? What are the social influences on science? **{N}** 4 credits

Helen Verran

T Th 9–10:20 a.m.

226a Topics in the History of Philosophy

Topic for 1996–97: The British Empiricists. An examination, critical and historical, of problems of common concern to Locke, Berkeley and Hume. Particular attention will be given to the development of the empirical outlook that each of these philosophers displayed in answer to the question: Is knowledge of the world solely derived from, and dependent on, the testimony of the senses? Discussions will focus on issues of epistemology, metaphysics and the philosophy of language.

{H/M} 4 credits

Nalini Bhushan

T Th 1–2:50 p.m.

[230b American Philosophy: The Classical Period]

Studies in the work of William James, W.E.B. DuBois, C.S. Peirce, John Dewey and G.H. Mead. Enrollment limited to 25. **{M}** 4 credits

[233b Aesthetics]

Why does art matter to philosophy? What have philosophers said about art? This course will investigate general theories of art by focusing on the visual arts and on literature. It will make extensive use of the collections of the Smith College art museum. To be offered in 1997–98. **{S/M/A}** 4 credits

234a Philosophy and Human Nature: Theories of the Self

Topic for 1996–97: Philosophy of Mind. Does the fact that we are conscious show we are minds or might consciousness be the byproduct of functioning brains? Could you survive in another body? These and related questions will be examined using classical and contemporary sources. **{M}** 4 credits

Nalini Bhushan

T Th 9–10:20 a.m.

235b Morality, Politics and the Law

A critical discussion of the relations among morality, politics and the law, especially through examination of the different ways moral, political and legal contexts shape the analysis of an issue. **{S}** 4 credits

Ernest Alleva

M W 2:40–4 p.m.

[236a Linguistic Structures]

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics. To be offered in 1997–98. **{N}** 4 credits

[237a 19th-Century Philosophy]

Topic: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism. To be offered in 1997–98. **{H/S}** 4 credits

[240b Philosophy and Women]

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women. Not open to first-year students. Enrollment limited to 40. To be offered in 1997–98. **{S}** 4 credits

[245b Philosophy of Law: Property]

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students. To be offered in 1997–98. **{M}** 4 credits

[250b Epistemology]

Topic: Skepticism, Realism and Relativity. Do I know that I'm not living a dream? Descartes' skeptical question challenged the belief in an independent reality that we can know and set the course for 200 years of Western philosophy. We will examine classical and contemporary answers to skepticism and study the relation between skepticism and issues such as other minds, cognitive science, tragedy and cultural relativism. A previous course in philosophy is strongly recommended. To be offered in 1997–98. **{M}** 4 credits

[260a Theory of Interpretation]

This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Heidegger, Gadamer, Hirsch and others. To be offered in 1997–98. **{H}** 4 credits

[262b Meaning and Truth]

To be offered in 1997–98. **{M}** 4 credits

REL 263a Philosophy of Religion

[REL 269b Phenomenology and Existentialism]

304a Colloquium in Applied Ethics

Topic for 1996–97: Philosophy and the Criminal Law. The definition and enforcement of the criminal law raises many philosophical issues, of which the course will take up at least these: How can any practice of criminal punishment be morally justified? Can capital punishment be justified? What moral limits are there to the constraints government may place upon individual autonomy; and what is the basis of any that there be? Should the criminal law learn from philosophy or vice versa? It is taught from the perspective of an experienced criminal defense attorney. **{M}** 4 credits

Malcolm B.E. Smith

Th 3–4:50 p.m.

[305a Seminar: Topics in Feminist Theory]

{S} 4 credits

[310a Seminar: Recent and Contemporary Philosophy]

{M} 4 credits

[322b Topics in Advanced Logic]

{M} 4 credits

[324b Seminar in Ancient Philosophy]

To be offered in 1997–98. **{H}** 4 credits

330b Seminar in the History of Philosophy

Topic for 1996–97: Kant's Critique of Pure Reason. A close examination of Kant's 1st Critique, focusing on questions such as: Are there limits to human knowledge? If so, what are they? Is there such a thing as personal freedom? What is the nature of the self? Prerequisites: PHI 125 or the equivalent, or permission of the instructor. **{H}** 4 credits

Thomas E. Wartenberg

T 1–2:50 p.m.

331b Belief, Knowledge and Perception

Topic for 1996–97: Moral Knowledge. Until the 19th century western philosophers generally agreed that we all have a moral faculty by which we perceive moral truth; they differed only about whether this be Reason (Thomas Aquinas, Richard Price, Immanuel Kant) or Sentiment (David Hume, Adam Smith). The course will closely examine several moral faculty theories and various

criticisms made of them by 19th-century utilitarians (John Stuart Mill, John Austin). It concludes with contemporary empirically focused work (Noam Chomsky, Carol Gilligan, James Q. Wilson) that bears upon whether it is reasonable to posit the existence of a moral faculty. **{H/S}** 4 credits

Malcolm B.E. Smith

Th 1–2:50 p.m.

334b Seminar: Mind

Topic for 1996–97: Consciousness and Personal Identity. What does it mean for a being to be conscious? What is the relation between consciousness, identity and our status as persons? We will examine contemporary works by philosophers of mind on these and related topics such as weakness of the will, self-deception, irrationality and multiple personality. **{S/M}** 4 credits

Nalini Bhushan

W 1–4 p.m.

362a Seminar: Philosophy of Language

Topic for 1996–97: Frege vs. Wittgenstein. Frege and Wittgenstein each gave profound accounts of the workings of language and logic, but their accounts were dramatically different. We'll investigate this difference with particular emphasis on vague predicates and the debate between realists and anti-realists. Prerequisites: LOG 100 or PHI 202 and either PHI 200 or permission of the instructor. **{S/M}** 4 credits

Thomas Tymoczko

T 1–2:50 p.m. and optional hour to be arranged

[390b Colloquium for Seniors]

A course requiring extensive prior preparation and focusing on a close study of central, book-length texts of the past decade in philosophy. Intended as a culminating and partly retrospective course for seniors only. To be offered in 1997–98. 4 credits

400a Special Studies

For senior majors, by arrangement with the department. 1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

For senior majors, by arrangement with the department. 8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ernest Alleva.

Requirements: 10 semester courses in Philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 245); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 226, 230, 234, 250); Language, Logic and Science (203, 220, PPY 221, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses. (Note: Topics courses, such as 210, may fall under different rubrics in different years.)

Courses in related departments may be included in the major program of 10 semester courses only with approval of the department. Petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

Advisers for the Minor: Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: 100, LOG 100, or PHI 200, 202, 124, 125.

In addition to the basis, three courses from among the following: 210, 222, 224, 226, 233, 234, 235, 260, REL 269b, 304, 310 and 334.

Concentration 3: Philosophy, Feminism and Society

Basis: any two from among the following: 100, LOG 100 or PHI 200, 202, 124 and 125.

In addition to the basis, three courses from among the following: 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

Honors

Director: Nalini Bhushan.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the Department.

580a Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 4 or 8 credits

580b Advanced Studies

4 or 8 credits

580d Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Physics

Professors

Malgorzata Zielinska-Pfabé, Ph.D.
Piotr Decowski, Ph.D., *Chair*

Associate Professors

Doreen A. Weinberger, Ph.D.
Nalini Easwar, Ph.D.

Assistant Professor

Nathanael A. Fortune, Ph.D.

Lecturer

Janet Van Blerkom, Ph.D.

Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115 and 116 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115 and 116.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115 and 116 for credit.

105b Principles of Physics: Seven Ideas That Shook the Universe

Description, origins, meanings and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity. Emphasis on understanding of the historical, philosophical and conceptual aspects of these revolutions in physics. The course is designed for nonscience majors and does not rely on advanced mathematical concepts. Lecture demonstrations and some hands-on investigation will be included. **{N}** 4 credits

Nathanael A. Fortune

M W F 1:10–2:30 p.m.

[106b The Cosmic Onion: From Quantum World to the Universe]

Basic concepts of quantum mechanics governing

the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. To be offered in 1997–98. **{N}** 4 credits
Piotr Decowski

107a Musical Sound

This course for non-science majors explores the physical basis of musical sound. Sample topics: synthesized sound, musical instruments, stereo components, perception of tone, auditorium acoustics, musical scales and intervals. **{N}** 4 credits

Janet Van Blerkom

M W F 1:10–2:30 p.m.

115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor. **{N}** 5 credits
Lec. *Doreen Weinberger*, M W F 11 a.m.–12:10 p.m.; lab *Doreen Weinberger*, *Nalini Easwar*, T or Th 1–3:50 p.m. or W or F 1:10–4 p.m.

115b General Physics

A repetition of 115a. **{N}** 5 credits
Lec. *Doreen Weinberger*, M W F 10–10:50 a.m., Th 4–4:50 p.m.; lab *Nalini Easwar*, T 1–3:50 p.m. or W 1:10–4 p.m.

116a General Physics

A continuation of 115. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115 or permission of the instructor. **{N}** 5 credits

Lec. *Malgorzata Zielinska-Pfabé*, M W F 10–10:50 a.m., Th 4–4:50 p.m.; lab *Nathanael Fortune*, T 1–3:50 p.m. or W 1:10–4 p.m.

116b General Physics

A repetition of 116a. **{N}** 5 credits

Lec. *Piotr Decowski*, M W F 11 a.m.–12:10 p.m.; lab *Janet Van Blerkom*, T or Th 1–3:50 p.m. or W or F 1:10–4 p.m.

210a Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include: complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. **{N/M}** 4 credits

Malgorzata Zielinska-Pfabé
M W F 9–9:50 a.m., Th 8–8:50 a.m.

211b Mathematical Methods of Physical Sciences and Engineering II

Mathematical tools to solve advanced problems in physical sciences. Topics include: special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212 or permission of the instructor. **{N/M}** 4 credits

Malgorzata Zielinska-Pfabé

M W F 9–9:50 a.m., Th 8–8:50 a.m.

214b Electricity and Magnetism

Electrostatic fields, polarization, magnetostatic fields, magnetization, non-relativistic electrodynamics and electromagnetic waves. Prerequisite: 115 and 116 or the equivalent, 210 or permission of the instructor. **{N}** 4 credits

Doreen Weinberger

M W F 11 a.m.–12:10 p.m.

220a Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or per-

mission of the instructor. **{N}** 4 credits

Malgorzata Zielinska-Pfabé

M W F 1:10–2:30 p.m.

222a Relativity and Quantum Physics

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 115 and 116 or permission of the instructor. **{N}** 4 credits

Piotr Decowski

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m.

224b Electronics

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115 and 116 or permission of the instructor. **{N}** 4 credits

Nalini Easwar

T Th 9–11:50 a.m.; dis. T 8–8:50 a.m.

299a Current Topics in Physics

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit. **{N}** 1 credit

Nathanael A. Fortune

To be arranged

[312a Optics]

Electromagnetic waves; absorption and dispersion. Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 210, 214, 222 or permission of the instructor. Offered in alternate years. To be offered in 1997–98. **{N}** 4 credits

Doreen Weinberger

322b Nuclear and Particle Physics

Properties of atomic nuclei. Nuclear decays. Detection of nuclear particles. Nuclear reactions. Nucleons and mesons. Quarks, leptons and intermediate bosons. Prerequisites: 210, 214, 222. Offered in alternate years. **{N}** 4 credits

Piotr Decowski

M W F 2:40–4 p.m.

332a Solid State Physics

The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210, 214, 222. Offered in alternate years. {N} 4 credits

Nalini Easwar

M W F 2:40–4 p.m.

340b Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 210, 220 and 222. {N} 4 credits

Doreen Weinberger

M W F 1:10–2:30 p.m.

[348b Thermal Physics]

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. Offered in alternate years. To be offered in 1997–98. {N} 4 credits

Nathanael A. Fortune

350a Advanced Physics Laboratory

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214, 220 and 222. {N} 1 to 3 credits

Nalini Easwar

To be arranged

350b Advanced Physics Laboratory

A repetition of 350a. {N} 1 to 3 credits

Piotr Decowski

To be arranged

400a Special Studies

By permission of the department, for students who

have had at least four semester courses in intermediate physics. 1 to 4 credits

400b Special Studies

Same as 400a or may be a repetition of 400a, with permission of the instructor. 1 to 4 credits

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

Adviser for Study Abroad: Piotr Decowski.

Requirements: 115, 116, 210, 211, 214, 220, 222, 224, 340 and one more 300-level physics course or AST 351, or AST 352. In addition, 299 and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor

Advisers: Members of the Department.

The minor in physics consists of: 115, 116, 222 and at least two additional 200- or 300-level physics courses.

Honors

Director: Malgorzata Zielinska-Pfabé.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

Political Economy

Advisers

Martha Ackelsberg, Professor of Government
Philip Green, Professor of Government, *Director*
Richard Fantasia, Associate Professor of Sociology

Thomas Riddell, Associate Professor of Economics
Cynthia Taft Morris, Professor of Economics
Andrew Zimbalist, Professor of Economics

404a Special Studies

4 credits

404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

1. Theory:

- [ECO 225a Political Economic Analysis]
- ECO 256a Marxian Political Economy
- [ECO 257a Growth and Crisis in the United States Economy]
- GOV 242b The Politics of International Economic Relations
- GOV 263a Political Theory of the 19th and 20th Centuries
- GOV 366a Seminar: Ideology, Culture and Politics
- SOC 250a Theories of Society: Jurassic Period

2. History:

- ECO 208a European Economic Development
- [ECO 285b American Economic History: 1870–1990]
- [SOC 316b Seminar: Protest, Rebellion and Collective Action]

3. Contemporary Applications:

- ECO 209b Comparative Economic Systems
- [ECO 220b Comparative Industrial Relations and Economic Performance]
- ECO 222a Women's Labor and the Economy
- ECO 224b Environmental Economics
- GOV 204a Urban Politics
- GOV 333b Seminar: The Politics of Capitalism
- SOC 212b Class and Society

4. Special Studies (PEC 404a, b) to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

Psychology

Professors

Frances Cooper Volkmann, Ph.D., *Chair*
 Peter Benedict Pufall, Ph.D.
 Faye Crosby, Ph.D.
 Donald Baldwin Reutener, Jr., Ph.D.
 †Jill G. de Villiers, Ph.D. (Psychology and
 Philosophy)
 †Peter A. de Villiers, Ph.D.
 Randy O. Frost, Ph.D.

Adjunct Professor

Joan E. Morgenthau, M.D.

Associate Professors

†Fletcher A. Blanchard, Ph.D.
 Philip K. Peake, Ph.D.
 Mary Harrington, Ph.D. (Psychology and
 Biological Sciences)
 †Brenda Allen, Ph.D.

Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

Assistant Professors

Stefan Bodnarenko, Ph.D.
 Ann C. Hennessey, Ph.D.
 Patricia DiBartolo, Ph.D.
 Preston A. Britner, IV, Ph.D.

Instructor

Suzanne LaFleur, M.A.

Lecturers

Beth Powell, Ph.D.
 David Palmer, Ph.D.
 George M. Robinson, Ph.D.

Assistant in Statistics

David Palmer, Ph.D.

Research Associates

Laura Shannon, Ph.D.
 Ellen S. Sullins, Ph.D.
 Martha Teghtsoonian, Ph.D.

Unless otherwise indicated, 111a or b is a prerequisite for every further course, including 112 and 113.

Introductory Courses

111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology. Discussion sections limited to 25. Students are free to attend either lecture hour; they must section for discussion. {N} 4 credits

Peter Pufall, Director

Lec. M W F 9–9:50 a.m. or M W F 10–10:50 a.m.

Section A: W 1:10–2 p.m., *Faye Crosby*

Section B: W 2:40–3:30 p.m., *Faye Crosby*

Section C: Th 8–8:50 a.m., *Patricia DiBartolo*

Section D: Th 9–9:50 a.m., *Patricia DiBartolo*

Section E: Th 11–11:50 a.m., *Peter Pufall*

Section F: Th 1–1:50 p.m., *Ann Hennessey*

Section G: Th 2–2:50 p.m., *Preston Britner*

Section H: Th 3–3:50 p.m., *Preston Britner*

111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). {N} 4 credits

Randy Frost, Director

Section A: M W F 11 a.m.–12:10 p.m.

Section B: M W F 1:10–2:20 p.m.

Section C: M W F 2:40–3:50 p.m.

112a Introduction to Research Methods

Application of scientific methods to problems in psychology. Basic experiments in a variety of areas, including operant conditioning of nonhuman organisms. Prerequisite: 111a or b. {N} 4 credits

Frances Volkmann, Director

Section A: M W 10–11:50 a.m., *Frances Volkmann*

Section B: M W 1:10–3 p.m., *Frances Volkmann*

Section C: T Th 8:30–10:20 a.m., *David Palmer*

Section D: T Th 1–2:50 p.m., *George Robinson*

112b Introduction to Research Methods

A repetition of 112a. {**N**} 4 credits

Ann Hennessey, Director

Section A: M W 8–9:50 a.m., *Stefan Bodnarenko*

Section B: M W 10–11:50 a.m., *Suzanne LaFleur*

Section C: M W 1:10–3 p.m., *Stefan Bodnarenko*

Section D: M W 2:40–4 p.m., *Suzanne LaFleur*

Section E: T Th 8:30–10:20 a.m., *Ann Hennessey*

Section F: T Th 1–2:50 p.m., *Ann Hennessey*

113a Statistical Methods in Psychology

Elementary descriptive and inferential statistics as applied to psychological problems. Prerequisite: 111a or b or permission of the instructor. Enrollment limited to 40. Lab size limited to 10 students. {**M**} 4 credits

Philip Peake

Lec. T Th 10:30–11:50 a.m.; lab to be arranged

113b Statistical Methods in Psychology

A repetition of 113a. Enrollment limited to 40. Lab size limited to 10 students. {**N/M**} 4 credits

David Palmer

Lec. M W F 11 a.m.–12:10 p.m.; lab to be arranged

A. General Courses

[PPY 209b Philosophy and History of Psychology]

An examination of the philosophical roots or issues in psychology such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits

Peter Pufall

Also see Interdepartmental and Extradepartmental Course Offerings.

ESS 220b Psychology of Sport

4 credits

Donald Siegel

M W F 11–11:50 a.m.

266a Psychology and Women

Exploration of the existence, origins and implications of the behavioral similarities and differences between women and men and of the psychological realities of women's lives. Topics include gender role stereotypes and gender role development; power issues in the family, workplace and politics; and mental health and sexuality. Particular emphasis is given to the issue of diversity among women. Enrollment limited to juniors and seniors. {**S/N**} 4 credits

Faye Crosby

M W F 11 a.m.–12:10 p.m.

[267a Psychology of the Black Experience]

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. Prerequisite: 111a or b. {**S/N**} 4 credits

Brenda Allen

[303a Advanced Research Design and Statistical Analysis]

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113a or b or SSC 190a or b, and 112a or b or permission of the instructor. Enrollment limited to 16. {**N/M**} 4 credits

Brenda Allen

[320b Seminar in Environmental Psychology]

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred. {**N**} 4 credits

366b Seminar: Topics in the Psychology of Women

Topic for 1996–97: The Feminist Lens. We will read together original writings of psychology's "greats" like Freud, Jung, Horney, Skinner and so on. We will use the lens of feminism to uncover and analyze preconceptions and prejudices.

{S/N} 4 credits

Faye Crosby

W 2:40–4 p.m.

B. Psychological Processes

210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question "Why did she or he do that?" Theory and research from three interacting and complementary perspectives (evolutionary, physiological and cognitive) will be examined in an attempt to answer that question. Prerequisite: 112a or b or permission of the instructor. {N} 4 credits

George Robinson

M W 1:10–2:30 p.m.

[216b Perception]

Directed reading, discussion and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. {N} 4 credits

[218b Cognitive Psychology]

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. {N} 4 credits

[PPY 221b Language]

See Interdepartmental and Extradepartmental Course Offerings.

224a Learning and Behavior Change:

Methods, Theory and Practice

Complex behavior interpreted from a behavioral

perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in an experienced rat and will experiment with instructional technology with humans. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

{N} 4 credits

David Palmer

M W F 9–9:50 a.m.

[313a Seminar in Psycholinguistics]

Topic to be offered in 1997–98: Language and Cognitive Development. A consideration of the ways that language and thought interact in the development of the young child. How does the child acquire the concepts and words for objects, causality, number, actions, time, space and mental events? Prerequisites: PSY 233, or PHI 236, or PPY 221.

{N} 4 credits

Jill de Villiers

[314a Seminar in Foundations of Behavior]

Topic to be offered in 1997–98: Self-Control—Cognitive and Behavioral Analyses. Discussion of the nature of self-control and impulsiveness including cognitive, behavioral, developmental and social/personality variables. Topics will include self-management and behavioral programs, writers' block, impulsiveness and delinquency, and programs to develop self-control in autistic individuals. Permission of the instructor is required. {N} 4 credits

Peter de Villiers

314b Seminar in Foundations of Behavior

Topic for 1996–97: To be announced. {N} 4 credits

George Robinson

T 1–2:50 p.m.

C. Physiological Psychology

180b Introduction to Neuroscience

An introduction to the study of the brain: its structure and how it develops, the chemical and electrical phenomena that take place in its nerve cells and how they interact to yield the brain's unique output, behavior and experience. This course is intended for nonscience and science majors. {N} 4 credits

Stefan Bodnarenko

T Th 9–10:20 a.m.

211a Physiology of Behavior and Related Disorders

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 180b, an introductory BIO course, or permission of the instructor. {N} 4 credits

Beth Powell

M W F 11 a.m.–12:10 p.m.

[212b Developmental Psychobiology]

Concentrated study of neural changes which occur across development and the concurrent changes in cognitive, social and emotional behavior that accompany development. Investigation of the development of the nervous system will involve exploring the embryonic stages, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. {N} 4 credits

Ann Hennessey

222b Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry and effective treatments for drug abuse. Prerequisite: 180 or 211 or permission of the instructor. {N} 4 credits

Beth Powell

M W F 11 a.m.–12:10 p.m.

311a Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers re-

search techniques in neuroanatomy. Prerequisites: 180b or 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to eight. {N} 4 credits

Stefan Bodnarenko

T Th 10:30–11:50 a.m.; lab T or Th 1–4 p.m.

312a Research Seminar in Behavioral Neuroscience

Topic for 1996–97: Psychopharmacology. An introduction to research techniques used to investigate the effects of psychoactive drugs on the brain and behavior. Comprehension of neuroscience methodology will be cultivated by discussion of current psychopharmacological research. Development of neuroscientist mentality will be assessed by apt incorporation of hypothesized use of neuroscience techniques in an original research proposal, a final product of this course. Prerequisites: 112a or b, 211a and permission of the instructor. {N} 4 credits

Ann Hennessey

W 1–3 p.m.

316b Seminar in Biopsychology

Topic for 1996–97: Developmental Psychobiology. Advanced study of the dual effects of prenatal exposure to teratogens on brain and behavior development. An understanding of the consequences of teratogen exposure will be cultivated by discussion of research which investigates the effects of teratogens such as alcohol, cocaine and synthetic steroid hormones. Prerequisites: 113, 211a and permission of the instructor. {N} 4 credits

Ann Hennessey

W 1–3 p.m.

D. Developmental Psychology

Director of the Child Study Committee: Peter Pufall.

233b Child Development

A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, intelligence, symbolic functioning (language, art and play) from the standpoint of biological and psychological processes nested within social (family, peer, school)

and cultural (implicitly and explicitly shared values) contexts. Six observation hours in the Campus School to be arranged. **{S/N}** 4 credits

Peter Pufall

M W F 1:10–2:30 p.m.

EDC 238a Educational Psychology

Preston Britner

T Th 9–10:20 a.m.

241b Psychology of Adolescence

Exploring adolescents' developing identity and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and social changes of this phase. **{S/N}** 4 credits

Preston Britner

M W F 9–9:50 a.m.

[243b Adult Development]

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, longitudinal and biographical approaches, the experience of growing older, retirement, bereavement, dependence and psychological adjustment to the myths and realities of age. **{S/N}** 4 credits

333b Seminar in Child Development

Section I: Topic for 1996–97: Culture and Child Development. This seminar aims to afford students an opportunity to critically assess the relationship of culture to the development of human behavior. The development of drawing and art within and between cultures will be the behavioral focus of discussion. **{N}** 4 credits

Peter Pufall

Th 3–4:50 p.m.

Section II: Topic for 1996–97: Public Policy, Law and Family Mental Health. An intensive examination of contemporary social problems, public policies and laws that relate to children and families. Topics include adolescent decisionmaking in the legal system; prenatal and perinatal care; domestic violence; and child custody. The goal of the seminar is to acquaint students with various areas in which law affects families and in which psychological research and practice are germane to legal policy. Permission of the instructor is required. **{S}** 4 credits

Preston Britner

T 3–4:50 p.m.

335a Experimental Study of the Behavior of Children

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits

Peter Pufall

T Th 9–10:20 a.m.

E. Clinical Psychology

EDC 239a Counseling Theory and Education

252a Abnormal Psychology

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. **{N}** 4 credits

Randy Frost

M W F 9–9:50 a.m.

253b Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252. **{N}** 4 credits

Patricia DiBartolo

T Th 9–10:20 a.m.

254a Clinical Psychology

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of the success of psychological interventions. Prerequisite: 252. **{N}** 4 credits

Patricia DiBartolo

T Th 10:30–11:50 a.m.

352b Seminar in Advanced Clinical Psychology

Topic for 1996–97: Child and Adolescent Anxiety Disorders. Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models and methods of assessment and intervention. Prerequisite: 252 or 254. **{N}** 4 credits

Patricia DiBartolo

Th 1–2:50 p.m.

354a Seminar in Advanced Abnormal Psychology

Topic for 1996–97: Obsessive Compulsive Disorders. An examination of theory and research on obsessive compulsive disorder and related issues. Focus will be on epidemiology, theoretical models and treatment modalities. Prerequisite: 252 or 254. **{N}** 4 credits

Randy Frost

Th 7:30–9:30 p.m.

[358b Experimental Investigation in Clinical Psychology]

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 112a or b and 252. **{N}** 4 credits

Randy Frost

F. Social and Personality Psychology

270a Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. **{N}** 4 credits

Suzanne LaFleur

M W F 11 a.m.–12:10 p.m.

271a Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. **{N}** 4 credits

Philip Peake

T Th 9–10:20 a.m.

278b Behavior in Organizations

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270 or permission of the instructor. **{S/N}** 4 credits

Frances Volkmann

To be arranged

370a Seminar in Social Psychology

Topic for 1996–97: Topics in Interpersonal Perception. This class will explore how we perceive other people, categorize and evaluate them and make sense of their behavior. Basic research in the field of social cognition will be emphasized, and applications of research will also be addressed. Major topics include social beliefs, attribution, attraction, stereotyping, discrimination, perceptions of nonverbal behavior and deception detection. Prerequisite: 270 or 271; 112a or b and 113a or b are strongly recommended. **{N}** 4 credits

Suzanne LaFleur

T 3–4:50 p.m.

371b Seminar in Personality

Topic for 1996–97: Personality and Self-regulation. A survey of the factors that promote and undermine effective self-regulation, including discussion of the control of unwanted thoughts, emotions, impulses and behaviors. Special consideration will be given to factors that impact on the initiation and maintenance of self-regulatory regimens. Admission by permission of the instructor. Prerequisite: 270 or 271. **{N}** 4 credits

Philip Peake

Th 1–2:50 p.m.

372b Experimental Study of Social Behavior

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 112a or b and either 270 or

271. Enrollment limited to 16. {N} 4 credits

Suzanne LaFleur

T Th 10:30–11:50 a.m.

373b Personality Assessment and Research

An introduction to techniques of personality measurement and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112a or b and either 270 or 271 and permission of the instructor. {N} 4 credits

Philip Peake

T Th 9–10:20 a.m.

404a Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Pufall.

Basis: 111a or b, 112a or b, and 113a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B–F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A–F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as the only course in an area.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in men-

tal health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the Department.

Requirements: six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A–F. In addition, one of these four courses must either be a laboratory course or a seminar.

Honors

Director: To be announced.

Basis: 111a or b, 112a or b, 113a or b, and one other semester course.

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of 10 required for the major. It is recommended that students elect a laboratory, seminar or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.

Public Policy

Director

Donald Baumer, Professor of Government

Advisers

Randall Bartlett, Professor of Economics

John Burk, Professor of Biological Sciences

H. Allen Curran, Professor of Geology

Deborah Haas-Wilson, Associate Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

[GOV 207a Politics of Public Policy]

4 credits

Donald Baumer (Government)

IDP 208a Women's Medical Issues

4 credits

Barbara Brehm-Curtis (Exercise and Sport Studies), Leslie Jaffe (Health Services)

T Th 10:30–11:50 a.m.

220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S} 4 credits

Randall Bartlett (Economics)

M W F 11 a.m.–12:10 p.m.

ECO 224b Environmental Economics

4 credits

Mark Aldrich (Economics)

T Th 9–10:20 a.m.

[250b Race and Public Policy in the United States]

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. {S} 4 credits

254b Agriculture and Public Policy in the United States

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively.

Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers. Lectures and discussions will be augmented with films and field trips.

{S/N} 4 credits

Philip Reid (Biology), Donald Baumer (Government)

M W F 11 a.m.–12:10 p.m.

[260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect]

An examination of human-induced changes in Earth's atmosphere, focusing on two topics, ozone depletion and the greenhouse effect, and stressing scientific understanding of the phenomena and their implications for public policy. Topics include: the composition and structure of Earth's atmosphere; the chemistry of atmospheric ozone; the Antarctic ozone hole; policy responses, includ-

ing the Montreal protocol; the greenhouse effect on Earth and on the planet Venus; evidence for increases in the concentration of carbon dioxide and other greenhouse gases; carbon dioxide and past climate variations; the debate about the causes and consequences of increasing carbon dioxide concentrations; possible policy responses; scientific and policy challenges of the 21st century. Prerequisites: 220 and an introductory science course or permission of the instructor. (E) {S/N} 4 credits

Richard White (Astronomy)

303b Seminar in Public Policy of Marine and Coastal Resources

A discussion of the nature and occurrence of biological and mineral marine resources, coastal resources, the coastal environment and analysis of associated public policy issues. Topics may include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. {N} 4 credits

Allen Curran (Geology), John Burk (Biology)
T 1–2:50 p.m.

[GOV 324a Seminar in Comparative Government]

Topic: Gender, Education and Democracy in Latin America. Prerequisite: GOV 226 or equivalent. 4 credits

[353a Seminar: U.S. Immigration and Refugee Policy]

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid. Admission by permission of the instructor. To be offered in 1997–98. {S} 4 credits

Peter Rose

390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Lim-

ited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. {S} 4 credits

To be announced

To be arranged

404a Special Studies

By permission of the director. 4 credits

404b Special Studies

4 credits

The Minor

Director: Donald Baumer (Government).

Advisers: Randall Bartlett (Economics); John Burk (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

The minor consists of six courses:

[GOV 207a] or PPL 220a;

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);

PPL 390b.

Religion and Biblical Literature

Professors

Bruce Theodore Dahlberg, M.Div., Ph.D.

†Taitetsu Unno, Ph.D.

Thomas Sieger Derr, Jr., M.Div., Ph.D., *Chair*

D. Dennis Hudson, Ph.D.

**Karl Paul Donfried, Dr.Theol.

Associate Professor

*Carol G. Zaleski, Ph.D.

Assistant Professors

Lois C. Dubin, Ph.D.

†Keith Lewinstein, Ph.D. (History and Religion
and Biblical Literature)

Vera Shevzov, M.Div., Ph.D.

Yehan Numata Lecturer in Buddhist Studies

Jamie Hubbard, Ph.D.

Lecturers

¹Charles B. Ketcham, Ph.D.

¹Richard P. Unsworth, Th.M.

²Elizabeth E. Carr, Ph.D.

²Philip Zaleski, B.A.

²Paul Cobb, M.A.

Research Associates

Benjamin Braude, Ph.D.

Philip Zaleski, B.A.

Language courses in Hebrew, Greek, Arabic, etc. are listed on pages 301–302.

200-level courses are open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

tion as revealed in one of its classical texts. Occasional films. {H} 4 credits

Jamie Hubbard, Director

Members of the Department

Lec. M W 10–10:50 a.m., Th 4–4:50 p.m.; three discussion sections, two on F 10–10:50 a.m. or one F 11–11:50 a.m.

100-Level Courses

101a Religion as a Human Experience

Diverse approaches to the study of religion. Interpretations by proponents and critics from philosophy, psychology, sociology, theology and literature. Readings from such writers as Aoyama, Berger, Dostoevsky, William James, Jung, Kafka, C.S. Lewis, McFague, Tolstoy and Wiesel. Occasional films.

{H} 4 credits

Bruce Dahlberg, Director

Members of the Department

Lec. T 9–10:20 a.m.; dis. Th 9–10:20 a.m.

105a Introduction to World Religions

Buddhism, Chinese religion, Christianity, Hinduism, Islam and Judaism. The spirit of each tradi-

110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students. 4 credits

[A. Poetry as Contemplation]

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation. {H}

B. The Image and Body of Christ, East and West

The study of Christianity through two of its primary symbols of "sacred presence"—the eucharist and the icon—from the early church to modern times.

Changing functions and interpretations of these symbols; rituals surrounding them; historical and liturgical context; conflict and controversies regarding their use. Readings include prayers and sermons; saints' lives; accounts of pilgrims and mystics; polemical and theological treatises. Occasional films and slides. {H}

Vera Shevzov

T Th 1–2:20 p.m.

C. Christian Spirituality

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration to turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, Julian of Norwich, Teresa of Avila, Pierre Teilhard de Chardin, Simone Weil, Thomas Merton, Dorothy Day, Rigoberta Menchu and Zora Neale Hurston. {H}

Elizabeth Carr

T Th 10:30–11:50 a.m.

[D. Catholicism in the Third Millennium]

A critical exploration of recent Roman Catholic theological, biblical and papal pronouncements, including *The Splendor of Truth, As the Third Millennium Draws Near* and *The Interpretation of the Bible in the Church*; their intended impact on Catholic identity, ecumenical dialogue (especially with Orthodox Christianity) and the philosophies of subjectivism, rationalism and relativism; their representation of John Paul II as visionary, philosopher and moral leader. {H}

E. Politics of Enlightenment

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Tibetan Buddhism in exile, the monks' war in Vietnam and Western Buddhism. {H}

Jamie Hubbard

T Th 10:30–11:50 a.m.

F. Issues in Contemporary Judaism, 1960s to the Present

The interplay of tradition and modernity in contemporary Jewish thought and practice. Jewish renewal and the construction of new traditions

among American and Israeli men and women, with attention to conflicts between self-expression and submission to authority, and between revival and invention. Topics include: women's creativity in ritual and study, the newly pious, the appeal of mysticism and Zionist views of religion, nationalism and messianism. Readings drawn from novels, autobiographies and newspapers as well as scholarly works; occasional films. {H}

Lois Dubin

M W 1:10–2:30 p.m.

[G. Islamic Mysticism]

A survey of the major thinkers, practices and institutions associated with the Islamic mystical tradition (Sufism). Topics will include asceticism, theories of divine love, "drunken" and "sober" Sufism, poetic expression, theosophical Sufism, Sufi communal life and the place of Sufi fraternities in Islamic societies. We will also consider the role of the holy person in Islam and its doctrinal, social and political implications in the modern Muslim world. {H}

200-Level Courses

No prerequisites unless specified.

210a Introduction to the Bible I

The Hebrew Scriptures ("Old Testament"). The major traditions of ancient Israel and earliest Judaism in biblical story, law and myth, together with selections from the classical prophets and Psalms.

{L} 4 credits

Bruce Dabberg

M W 1:10–2:30 p.m.

[211b Later Traditions in the Hebrew Scriptures and the Apocrypha]

Critical reading and discussion of the "Wisdom" (philosophical) writings (*Job, Proverbs, Ecclesiastes*); selected Psalms; shorter narrative and poetic works (*Jonah, Ruth, Esther, Song of Songs, Daniel*); selections from the Apocrypha (*1 and 2 Maccabees, Tobit, Judith, Susannah, Bel and the Dragon, Wisdom of Solomon, Sirach*).

{L} 4 credits

212b Archaeology in Religion Studies

Archaeology as a way of research into the nature and origin of historical and prehistorical religion. Methods of recovery and evaluation of material-culture remains for their evidential value concerning religious communities, rituals, burial customs, places and objects of worship, critical interpretation of religious texts and related matters. Illustrative case studies from the Near East and selected other regions. **{H}** 4 credits

Bruce Dablborg

T Th 10:30–11:50 a.m.

215j Exploring the Holy Land

An on-site humanities study tour in Israel for the purpose of illuminating and understanding selected aspects of biblical history. In addition to visiting major sites referred to in the Bible, museums and archaeological excavations, innumerable related sites within Jerusalem, Masada and Qumran will be included in the itinerary. Prerequisites: either REL 210, 220, 320, 333, ENG 270 or permission of the instructors. Enrollment limited to 25. **(E) {H}** 3 credits

Karl Donfried, Patricia Skarda (English)

January 6–8, 1997 preparatory reading; January 9–10, 13–16 lectures 2–5 p.m.; January 16–25, 1997, eight days in Israel; two travel days

220b Introduction to the Bible II

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. **{L}** 4 credits

Bruce Dablborg

M W 1:10–2:30 p.m.; film viewing to be arranged

[JUD 224b Women in Rabbinic Literature]**[225b Christian Origins: Archaeological and Social-Historical Perspectives]**

The integration of Biblical and historical studies, geographical setting and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. Recommended

background: 220. To be offered in 1997–98. **{H}** 4 credits

[230a Western Christian Thought and Practice (30–1100)]

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians and the beginnings of medieval Christianity. Occasional films. To be offered in 1997–98. **{H}** 4 credits

231b Eastern Christian Thought and Practice

A survey of the history, theology and spirituality of Eastern Orthodoxy, with special emphasis on its tradition in Byzantium and Russia, and its points of tension with western Christian thought. Selected source readings in translation. **{H}** 4 credits

Vera Shevzov

T Th 3–4:20 p.m.

[232b Western Christian Thought and Practice, 1100–1800]

A survey of religious thought and practice from Thomas Aquinas to Kierkegaard. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the 17th century, and into the Enlightenment. Theological, philosophical, mystical, devotional and literary texts. **{H}** 4 credits

235a Jewish Spirituality: Philosophers and Mystics

The rise of Jewish philosophy and mysticism (*Kabbalah*) and their development as complementary yet often competing spiritual paths. The expression of philosophy and mysticism in individual piety, popular religious practice and communal politics. Readings from Maimonides, the *Zohar* and other major works, as well as personal documents of religious experience and thought. All readings in English. **{H}** 4 credits

Lois Dubin

M W 1:10–2:30 p.m.

[236b Jewish Thought in the Modern Period]

Rationalism, mysticism, spirituality, Jewish law, messianism and the meaning of Jewish peoplehood. Consideration of thinkers such as Spinoza, Mendelssohn and Rosenzweig, and movements such as Lurianic Kabbalah, Hasidism and Reform. **{H}** 4 credits

237b Religion in America

Religious thought and institutions in America; their interaction with American culture and with each other. Major religious traditions and thinkers from the 17th century to the present. **{H}** 4 credits

Bruce Dahlberg

T Th 1–2:50 p.m.

240a Contemporary Christian Thought

A study of the diversity of Modern and Postmodern Christian thought understood in terms of Biblical narrative, gender, race, environment and political and linguistic theories. Selected texts together with a survey of representative figures who have shaped contemporary Christian theology. **{H}** 4 credits

Charles Ketcham

T Th 10:30–11:50 a.m.

[245a Theological Themes in Fiction and Fantasy]

An introduction to theological themes through the medium of the imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in readings from storytelling theologians and theologically illuminating storytellers such as C.S. Lewis, LeGuin and Flannery O'Connor. **{H}** 4 credits

250a Social Ethics I

Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations. **{H/S}** 4 credits

Thomas Derr

M W F 9–9:50 a.m.

251b Social Ethics II

The bearing of ethics on the understanding of the state, the economic order and international affairs. Power, violence and vengeance; revolution and

order; civil disobedience; human rights; development and world hunger; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. **{H/S}** 4 credits

Thomas Derr

M W F 9–9:50 a.m.

[260b Psychology of Religion]

The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the “cure of souls”; religion and the life cycle; religion and depth psychology; religion and social psychology; religion and gender. Readings from James, Freud, Jung, Erikson, Lifton and others. **{H/S}** 4 credits

263b Philosophy of Religion

The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others. **{H}** 4 credits

Carol Zaleski

M W F 11 a.m.–12:10 p.m.

[266b Death in the West]

The changing face of death and afterlife in Western culture. Attention will be given to the Epic of Gilgamesh; Plato's depiction of the last days of Socrates; biblical teachings on death; classical Jewish, Christian and Islamic eschatological traditions; rites and customs for the care of the dead; images of heaven and hell; near-death experiences; philosophical arguments for and against immortality; and responses to death in contemporary culture. Students who have taken this course as 110b will not be permitted to take it again for credit. **{H}** 4 credits

[269b Phenomenology and Existentialism]

A historical introduction to phenomenology and existentialism focusing on the quest for authentic existence, the intentionality of human experience, the problem of freedom and other characteristic concerns of these two interrelated movements. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Jaspers and others. **{H}** 4 credits

270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c.**A.D. 500**

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others. {H} 4 credits

Dennis Hudson

M W F 11 a.m.–12:10 p.m.

271b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others. {H} 4 credits

Dennis Hudson

T Th 9–10:20 a.m.

272a Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment in the religious, philosophical and ethical teachings of Buddhism in India, China and Japan. {H} 4 credits

Jamie Hubbard

T Th 10:30–11:50 a.m.

[273a Colloquium in East Asian Religions]

{H} 4 credits

275b The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} 4 credits

Paul Cobb

T Th 1–2:20 p.m.

276b Native American Religions

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle, rituals, pilgrimage, myth, symbol, oral tradition, women's roles, healing practices, new religious movements, connections with other world religions, and the contemporary situation. Enrollment limited to 30. {H} 4 credits

Philip Zaleski

T Th 10:30–11:50 a.m.

[279b Colloquium in Buddhist Studies]

{H} 4 credits

300-Level Courses

Prerequisites as specified.

[310b Seminar: The Apocrypha and Related Texts]

Reading and critical discussion of deuterio- and non-canonical Jewish and Christian writings of the Biblical period, in translation. Selections from the Old and New Testament Apocrypha, the Dead Sea Scrolls and other pseudepigraphic works. Prerequisite: 210, 220 or permission of the instructor.

{L} 4 credits

[311b Seminar: Contemporary Issues in Biblical Interpretation]

Sacred scripture as a cultural phenomenon. Contrasting understandings of the Bible between literary-historical scholarship and popular or folk religion. Fundamentalist-modernist controversies. The Bible as icon. "Reverence" and "irreverence" in contemporary representation of biblical traditions. Prerequisite: either 210, 220 or permission of the instructor. {L/H} 4 credits

320a Seminar: New Testament

Jesus and the Dead Sea Scrolls. A survey of the ways in which the mysterious Dead Sea Scrolls, among the greatest archaeological discoveries of the millennium, have revolutionized our understanding of the founder of Christianity, Jesus of Nazareth, and expanded our knowledge of Judaism, the origins of Christianity and the interaction of the two. Attention will also be given to the contemporary debate surrounding several highly con-

troversial historical reconstructions of Jesus. Prerequisite: either 210, 215, 220 or permission of the instructor. {H} 4 credits

Karl Donfried

Th 3–4:50 p.m.; video viewings and interactive computer study to be arranged

[333a Seminar: The Social World of Early Christianity]

{H} 4 credits

[334b Colloquium: Jewish-Christian Relations]

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including conversion, disputation, persecution, assimilation and encounter. {H} 4 credits

[335a Seminar: Judaism, the Enlightenment and Religious Diversity]

The encounter of Judaism with the Enlightenment as a case study of religious diversity in modern Europe. Topics include: Enlightenment perspectives on religion and religious diversity; the attitudes of various Enlightenment thinkers to Judaism; the emergence of the Jewish Enlightenment and its radical transformation of Jewish self-understanding; reactions to the Jewish Enlightenment and its legacy. Prerequisite: at least one Religion course on Judaism or Christianity; or one course in Jewish Studies, Philosophy or European history; or permission of the instructor. {H} 4 credits

[336b Seminar: Christianity and Culture]

{H} 4 credits

[340a Seminar: Topics in Christian Thought and Practice]

{H} 4 credits

353a Seminar: Medical Ethics

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans and other issues. {H/S} 4 credits

Thomas Derr

M 7:30–9:30 p.m.

354b Seminar: Business Ethics

Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. {H/S} 4 credits

Thomas Derr

M 7:30–9:30 p.m.

360b Seminar: Problems in Philosophy of Religion

Topic for 1996–97: Belief in God. Are we rationally entitled to believe in God? Examines classic arguments for the existence of God; the “ethics of belief” controversy; and the surprising resurgence of natural theology in contemporary philosophical circles. Readings from Anselm, Aquinas, Kant, William James, John Henry Newman, Richard Swinburne, William Alston and others. Prerequisite: 263 or permission of the instructor. {H} 4 credits

Carol Zaleski

T 1–2:50 p.m.

[370b Seminar: South Asian Religious Literature in Translation]

The values, world views and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries and legal and ethical codes. Prerequisites: 105a and one of the following courses: 270a, 270b, 271a or the equivalent. {H} 4 credits

[372b Seminar: Problems in Buddhist Philosophy]

{H} 4 credits

373b Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance perfor-

mances, stupas, temples and indigenous assimilations of the *Mahabharata*, *Ramayana* and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required. {A} 4 credits

Dennis Hudson, John Hellweg (Theatre)

T Th 3–4:50 p.m.

[375b Modern Islamic Thought]

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. Recommended background: either HST 207, 208, REL 105, 275 or the equivalent. {H} 4 credits

400a Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits

400b Special Studies

2 to 4 credits

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Language Courses

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Classical Hebrew

Introduction to the Hebrew language through the fundamentals of grammar and readings from the Hebrew Bible in the original. The verb and noun systems, which are the base of all forms of Hebrew, classical and modern, written and spoken. Regular written assignments and quizzes. Open to those with no knowledge of Hebrew; also to those who know some Hebrew but who wish to improve their skills in reading and grammar. {F} 8 credits

Lois Dubin

M W F 9–9:50 a.m.

ARA 100d Elementary Arabic

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. {F} 8 credits

Tayeb El-Hibri

M W F 10–10:50 a.m.

[ARA 283a Intermediate Arabic I]

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E) {F} 4 credits

[ARA 284b Intermediate Arabic II]

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E) {F} 4 credits

[282b Readings in Chinese Buddhist Texts]

Reading and discussion of Chinese Buddhist texts in the original. Selections drawn from different genres including biographies of the Buddha, Jataka tales, the Lotus Sutra, Heart Sutra and indigenous scriptures ("apocrypha"). Attention will also be given to the development of the Buddhist canon and notions of scriptural authenticity. Open to students who have taken one year of Chinese or two years of Japanese, or with permission of the instructor. (E) {L/F} 4 credits

[285a Hebrew Religious Texts]

Readings with discussion of Hebrew religious texts from different periods. Selections drawn from genres such as rabbinic literature, liturgy, poetry, philosophy and mysticism. Works by Maimonides and Judah Ha-Levi among others. Open to students who have taken either Religion 100d or elementary modern Hebrew, or with permission of the instructor. {L/F} 4 credits

[287b Greek Religious Texts]

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. {L/F} 4 credits

[382a Directed Readings in Religious Texts: Hebrew, Greek or Latin]

Prerequisite: one of the following (or the equivalent): GRK 110d, LAT 100d, or REL 100d. Admission by permission of the instructor. {L/F} 4 credits

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the Classics Department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287 or 382). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

The Major

Advisers: Bruce Dahlberg, Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Vera Shevzov, Taitetsu Unno, Carol Zaleski.

Adviser for Off-Campus Study: Dennis Hudson.

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: 240, 250, 251, [260], 263

- c. non-monotheistic traditions: 270, 271, 272, [273]
 - d. monotheistic traditions: [230], 231, [232], 235, [236], 275
3. Every major must take at least one seminar originating in the department.
 4. Courses counting toward the major may not be taken S/U.

The Minor

Advisers: Same as for the major.

Requirements: five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions).
2. Four other courses drawn from at least three of the following four groups:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: 101, 240, 250, 251, [260], 263
 - c. non-monotheistic traditions: 270, 271, 272, [273]
 - d. monotheistic traditions: [230], 231, [232], 235, [236], 275
3. Courses counting toward the minor may not be taken S/U.

Honors

Director: Vera Shevzov.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

Graduate

Adviser: Bruce Dahlberg.

580a Advanced Studies

4 credits

580b Advanced Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

Russian Language and Literature

Professors

Maria Nemcová Banerjee, Ph.D., *Chair*

*Alexander Woronzoff-Dashkoff, Ph.D.

Lecturer

Catherine Woronzoff-Dashkoff, A.B.

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Russian

Four class hours and laboratory. {F} 8 credits

Catherine Woronzoff-Dashkoff

M W F 1:10–2:30 p.m.

220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. {F} 8 credits

Catherine Woronzoff-Dashkoff, Alexander

Woronzoff-Dashkoff

M W F 11 a.m.–12:10 p.m.

331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Catherine Woronzoff-Dashkoff

M W F 2:40–4 p.m.

332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a. {F} 4 credits

Catherine Woronzoff-Dashkoff

M W F 2:40–4 p.m.

338a Studies in Language and Literature

Advanced study of a major Russian literary text.

Topic for 1996–97: Bulgakov's *Master and*

Margarita. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the instructor. {L/F} 4 credits

Catherine Woronzoff-Dashkoff

Th 7:30–9:30 p.m.

[338b Studies in Language and Literature]

Advanced study of selected literary texts and the viewing of films, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor.

{L/F} 4 credits

Literature

126a Readings in 19th-Century Russian Literature

Topic for 1996–97: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenyev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits

Maria Banerjee

T Th 9–10:20 a.m.

127b Readings in 20th-Century Russian Literature

Topic for 1996–97: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In

translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

M W F 9–9:50 a.m.

[235a Tolstoy]

In translation. {L} 4 credits

[235b Dostoevsky]

In translation. {L} 4 credits

[236b Russian Drama]

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov and some recent works. In translation. {L} 4 credits

[237b The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*]

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century) and the age of romantic realism. In translation. {L} 4 credits

Maria Banerjee

[239a Major Russian Writers]

Turgenev and the Novel of Ideas. This course will focus on Turgenev's major fiction and the question of the representation of ideas in the novel. It will include the critical and ideological debates of the 1840s and 1860s, such as serfdom, the question of women in society, the conflict of generations, etc. (E) {L} 4 credits

[340a Seminar: Russian Thought]

Topic: The Question of Russian Identity: Slavophiles and Westernizers. Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor. 4 credits

346b Seminar: Pushkin and His Age

Readings in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor. {L/F} 4 credits

Maria Banerjee

W 7:30–9:30 p.m.

404a Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Russian Literature

Advisers: Members of the Department.

Basis: 220d, 126a and 127b.

Required courses: 331a and 332b and 338a or [338b] and two of the following: [235a], [235b], [236b], [237b], [239a].

One required seminar: [340a], 346b, HST 340b, [REL 336b].

Strongly recommended: HST 239a and HST 240b.

Russian Civilization

Advisers: Members of the Department.

Basis: 220d.

Required courses: 331a and 332b and two of the following: 126a, 127b, [235a], [235b], [237a], [239a] and three of the following: ECO 209b, [GOV 222a], HST 239a, HST 240b, HST 247a, REL 231b.

One required seminar: [340a], 346b, HST 340b, [REL 336b].

Strongly recommended: 338a or [338b].

Honors

Director: Maria Banerjee.

431a Thesis

8 credits

Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

Science Courses for Beginning Students

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester).

Chemistry and Physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between two sections of CHM 111a and between two sections of PHY 115a (and 116b). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100a A Survey of the Universe
AST 111b Introduction to Astronomy

[BIO 100b Microbiology]
[BIO 104b Human Biology]
BIO 105b “Animals Without Backbones”:
Invertebrates and Human Society
BIO 111a Introduction to Biology
BIO 202a Horticulture
BIO 203a Horticulture Laboratory
BIO 204b Horticulture
BIO 205b Horticulture Laboratory
BIO 206a Conservation of Natural Resources

CHM 100b The World Around Us
CHM 111a Chemistry I: General Chemistry

CSC 101a Computer Literacy
CSC 101b Computer Literacy
CSC 111a Computer Science
CSC 111b Computer Science I

GEO 105b Natural Disasters: Understanding
and Coping
GEO 108b Oceanography
GEO 109a The Environment
GEO 111a Introduction to Earth Processes and
History
GEO 111b Introduction to Earth Processes and
History

IDP 208a Women's Medical Issues

PHY 105b Principles of Physics: Seven Ideas
That Shook the Universe
[PHY 106b The Cosmic Onion: From Quantum
World to the Universe]
PHY 107a Musical Sound
PHY 115a General Physics
PHY 115b General Physics

PSY 111a Introduction to Psychology
PSY 111b Introduction to Psychology

Sociology

Professors

Peter Isaac Rose, Ph.D.
Myron Peretz Glazer, Ph.D.

Associate Professors

Patricia Y. Miller, Ph.D.
Richard Fantasia, Ph.D., *Chair*

Assistant Professors

*Nancy Whittier, Ph.D.
Marc Steinberg, Ph.D.

Lecturers

Rhonda Singer, M.A.
Michael R. Fraser, M.A.
Alice Julier, M.A.

Lecturer and Laboratory Instructor

Timothy J. Shortell, Ph.D.

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format meeting. **{S}** 4 credits

Patricia Miller, Director

First semester:

Section A: M W F 11 a.m.–12:10 p.m., *Marc Steinberg*

Section B: M W 1:10–2:30 p.m., *Patricia Miller*

Section C: M W 2:40–4 p.m., *Patricia Miller*

Section D: T Th 9–10:20 a.m., *Marc Steinberg*

Section E: T Th 10:30–11:50 a.m., *Alice Julier*

Section F: T Th 1–2:50 p.m., *Alice Julier*

101b Introduction to Sociology

A repetition of 101a. **{S}** 4 credits

Myron Glazer, Director

Section A: M W 1:10–2:30 p.m., *Michael Fraser*

Section B: M W 2:40–4 p.m., *Rhonda Singer*

Section C: T Th 10:30–11:50 a.m., *Myron Glazer*

Section D: T Th 3–4:50 p.m., *Myron Glazer*

201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **{M}** 4 credits

Timothy Shortell

T Th 3–4:50 p.m.; lab Th 7–9 p.m. or F 9–11 a.m.

202b Methods of Social Research

An introduction to the logic and methods of quantitative research and a practicum designed to develop skill in survey design and techniques. Topics include: questionnaire construction, sample design, data analysis, causation and explanatory research. Prerequisite: 201. **{S/M}** 4 credits

Patricia Miller, Timothy Shortell

T Th 1–2:50 p.m.; lab Th 7–9 p.m.

203b Qualitative Methods

An introduction to qualitative methods and a practicum in the collection of interview material. The personal, ethical and political aspects of fieldwork and participant-observation will be emphasized. Prerequisite: 201. **{S}** 4 credits

Myron Glazer

W 1:10–4 p.m.

210a Deviant Behavior

An exploration of theories of deviance, research studies and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia, and rebellion.

{S} 4 credits

Patricia Miller

T Th 1–2:50 p.m.

[211a Ethical Issues in Social Organizations]

An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries. {S}

4 credits

Myron Glazer

212b Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and the place of race and gender in systems of social stratification. {S}

4 credits

Richard Fantasia

T Th 10:30–11:50 a.m.

213b Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. {S}

4 credits

Peter Rose

T Th 10:30–11:50 a.m.

[216b Social Movements]

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and identity movements. {S}

4 credits

Marc Steinberg

218a Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. {S}

4 credits

Richard Fantasia

T Th 10:30–11:50 a.m.

219a Medical Sociology

This course examines the social context of illness, disease and health and will focus on the rise of medical sociology in the American sociological enterprise, debate the position of sociologist as social physician, and overview the current state of medical sociology within the discipline. We will study the social forces and social categories that determine access to medical care, discuss the rise of the health care industry and its relationship to health care reform. Interactionist perspectives on health and well-being will be discussed. Emphasis will be placed on how social categories of race, gender, class and sexual preference affect illness, health care and medical choices. {S}

4 credits

Michael Fraser

T Th 9–10:20 a.m.

[220a Sociological Perspectives on Women and Work]

Major topics include labor force participation, recent changes in the meaning of work for women, women's role in two contexts: at home and in the world of work, interconnections between work and family, impact of mother's employment on the socialization of children and the division of labor in the home, dual career families. To be offered once only. (E) {S}

4 credits

221b Sociology of Everyday Life

An examination of the experiences of the individual in everyday life from the sociological perspective. Focus on the necessity and consequence of human interactions which occur within cultural and structural constraints. (E) {S}

4 credits

Rbonda Singer

M W F 11 a.m.–12:10 p.m.

224a Family and Society

The purpose of this course is to examine the historical and contemporary meanings of the concept of family in American society. Our analysis will include an examination of the history of family life, the formation of contemporary families, family participation throughout the life course and the "future" of family life. A continuing theme in this course will be the diversity in family forms and experience that may arise due to gender, race, ethnicity, class and sexual preference. **{S}** 4 credits

Rhonda Singer

T Th 10:30–11:50 a.m.

229b Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including the economy, politics and the family. **{S}** 4 credits

Nancy Whittier

T Th 9–10:20 a.m.

230b Sociology of Food and Eating

The sociology of food and eating has emerged as a significant area of sociological research. Since many of our social interactions occur around the material acts of producing and consuming food, there are theoretical and methodological questions raised by the relationship of food to structures of inequality, the enactment of cultural symbols and the construction of social identities. Prerequisite: 101. (E) **{S}** 4 credits

Alice Julier

T Th 1–2:50 p.m.

249b AIDS and Society

This course will survey the social response to the AIDS epidemic in the United States. While HIV/AIDS is generally treated as a public health problem, a growing number of social scientists have become interested in the disease's social impact. Different aspects of the disease to be covered include stigma and illness, the socially constructed bases of identity, social support and HIV disease, community responses to AIDS, AIDS education and prevention, and AIDS activism and social change. (E) **{S}** 4 credits

Michael Fraser

M W F 10–10:50 a.m.

250a Theories of Society

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and early feminist and African-American theorists, with emphasis on their theories of the development, stratification, social structure, group conflicts and consequences of capitalism for modern industrial societies. Open to seniors, juniors and sophomores. **{S}** 4 credits

Marc Steinberg

M W 2:40–4 p.m.

310a Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include the analysis of ordinary people and extraordinary evil, women's involvement in the anti-Apartheid struggle in South Africa, the oppressive Communist society in Czechoslovakia, resistance in concentration camps and ghettos and rescuers of Jews during the European Holocaust, the battle over admitting students with AIDS into the public schools in the U.S. Admission by permission of the instructor. **{S}** 4 credits

Myron Glazer

Th 3–4:50 p.m.

311b Seminar: Contemporary Sociological Theory

A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based focusing on such issues as gender, race, power, class, self, post modernity, culture, social change, ideology and consciousness, etc. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-marxism, post-structuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor. **{S}** 4 credits

Marc Steinberg

Th 1–2:50 p.m.

313a Seminar: America's People

Topic for 1996–97: Race, Ethnicity and the Challenge of Pluralism. Focus on the sociology of cultural identity and intergroup relations in the U.S. in the early and late decades of the 20th century.

{S} 4 credits

Peter Rose

T 3–4:50 p.m.

[316b Seminar: Protest, Rebellion and Collective Action]

Examination of historical and contemporary expressions of protest, rebellion and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various cultural, social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, machine-breaking, strikes, student protests and collective actions in the civil rights struggle. Admission by permission of the instructor. {S}

4 credits

318b Seminar: The Sociology of Popular Culture

An examination of the social character of taste and the sociology of consumption, production, marketing and design of various popular cultural forms, including fashion, music, sports and theme parks. Sociological and interdisciplinary approaches will be employed to consider debates over the nature of "mass culture," the construction of cultural hierarchies, "Americanization" and the commoditization of culture, and the ways in which popular cultural forms are appropriated by various social groups and are transformed in the movement from local to global markets. (E) {S}

Richard Fantasia

W 1:10–4 p.m.

323b Seminar: Gender and Social Change

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender rela-

tions and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion and pro-choice movements. {S} 4 credits

Nancy Whittier

T 1–2:50 p.m.

[PPL 353a Seminar: U.S. Immigration and Refugee Policy]

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, immigration laws, mutual assistance and legal aid. Demographic and ethnography of particular ethnic groups. Admission by permission of the instructor.

4 credits

General Courses

404a Special Studies

By permission of the department, for junior and senior majors. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Adviser for Study Abroad: Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with

approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either 310, 311, 313, 318, 323. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a pass/fail basis.

The Major in Sociology and Anthropology

Advisers: Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Appfel Marglin, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis.

SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology. Normally, majors may not take SOC 201 or SOC 250 on a pass/fail basis.

The Minor in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Marc Steinberg.

Basis: same as for the major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and SOC 311 during the senior year;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

580b Special Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

4 or 8 credits

Spanish and Portuguese

Professor

Charles Cutler, Ph.D., *Chair*

Associate Professors

Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies)

Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

Assistant Professors

Angeles J. Placer, Ph.D.

**Maria Estela Harretche, Ph.D.

Reyes Lázaro, Ph.D.

Instructors

Eric Clifford Graf, M.A.

Silvia Berger, M.A.

Ana López-Sánchez, M.A.

Lecturer

Nicomedes Suárez Araúz, Ph.D.

Mendenhall Fellow

Michelle Joffroy

It is expected that courses shown in brackets with-out a future offering date will be taught within the next three years.

All courses are taught in Spanish or Portuguese unless otherwise indicated.

Those intending to spend a Junior Year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Portuguese Language

Credit is not granted for the first semester only of the year-long language course.

POR 100d Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. **{F}** 8 credits

Charles Cutler

M W F 11 a.m.–12:10 p.m.

POR 200a Intermediate Portuguese

Comprehensive grammar review and additional practice in speaking, writing and oral comprehension. Study of short prose, drama, essay, poetry, music and film of the Portuguese-speaking world. Prerequisite: 100d or permission of the instructor.

{F} 4 credits

Charles Cutler

M W F 10–10:50 a.m.

POR 210b Literature and Culture in the Portuguese-Speaking World: Brazil in Music, Film and Literature

Musical styles cover Samba/Carnival, Bossa Nova, Tropicalia and musics of the Northeast; poet-songwriters such as João Gilberto, Jobim, Chico Buarque, Milton Nascimento, Gilberto Gil, Caetano Veloso and Elis Regina. Cinema Novo films by Nelson Pereira dos Santos, Glauber Rocha, Joaquim Pedro de Andrade, Carlos Diegues and Susana Amaral. Novels by Machado de Assis, Jorge Amado and Clarice Lispector. Conducted in English. **{L/A}** 4 credits

Charles Cutler

M W F 10–10:50 a.m.; screening times M 7:30–9:30 p.m. and to be arranged

[POR 220a Literary Currents in the Portuguese-Speaking World]

A study of major literary figures of the modern period from Brazil, Portugal and Portuguese-speaking Africa: Fernando Pessoa (Portugal), Drummond de Andrade (Brazil), Clarice Lispector (Brazil), Jorge Amado (Brazil), Luandino Vieira (Angola), Luis Bernardo Honwana (Mozambique) and others. Conducted in Portuguese. Prerequisite: POR 100d or its equivalent. To be offered in 1997–98. {L/F} 4 credits

[POR 221b Literary Currents in the Portuguese-Speaking World]

A continuation of POR 220a. {L/F} 4 credits
Charles Cutler

Spanish Language

Credit is not granted for the first semester only of year-long language courses.

Maximum enrollment in all language course sections: 18 students.

SPN 112d Accelerated Elementary Spanish

An accelerated introduction to Spanish based on the telecourse "Destinos." Five contact hours (three regular class hours and two discussion hours), plus lab work at the Center for Foreign Languages and Cultures (CFLAC). Students completing this course will be prepared to go on to intermediate courses SPN 200 and SPN 220. Priority will be given to first- and second-year students. When registering for this course, students must choose a discussion section. {F} 12 credits
Director Nicomedes Suárez Araúz and Staff
Lec.: Sec. 1: *Eric Graf*, M W F 8–8:50 a.m.
Sec. 2: *Reyes Lázaro* (first semester); *Nancy Saporta Sternbach* (second semester), M W F 9–9:50 a.m.
Sec. 3: *Angeles Placer* (first semester); *to be announced* (second semester), M W F 10–10:50 a.m.
Sec. 4: *Nicomedes Suárez-Araúz*, M W F 11 a.m.–12:10 p.m.
Sec. 5: *Maria Estela Harretche* (first semester); *to be announced* (second semester), M W F 1:10–2:30 p.m.
Dis.: T, Th 8–8:50 a.m.; T Th 9–9:50 a.m.; T Th 10:30–11:20 a.m.; T Th 1–1:50 p.m.; T Th 2–2:50 p.m.

SPN 120a Intermediate Spanish

Review of grammar and reading of modern prose. Prerequisite: An elementary course in Spanish; not open to students from SPN 112d except with special permission. {F} 4 credits
Director, Angeles Placer
Sec. 1: *Nicomedes Suárez Araúz*, M W F 9–9:50 a.m., Th 8–8:50 a.m.
Sec. 2: *Angeles Placer*, M W F 11 a.m.–12:10 p.m.

SPN 120b Intermediate Spanish

A repetition of 120a. Prerequisite: An elementary course in Spanish; not open to students from SPN 112d except with special permission. {F} 4 credits
Director, Angeles Placer
Sec. 1: *To be announced*, M W F 9–9:50 a.m., Th 8–8:50 a.m.
Sec. 2: *To be announced*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

SPN 200a Grammar, Composition and Reading

Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American literary texts. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits
Director, Maria Estela Harretche
Sec. 1: *To be announced*, M W F 9–9:50 a.m., Th 8–8:50 a.m.
Sec. 2: *To be announced*, M W F 10–10:50 a.m., Th 4–4:50 p.m.
Sec. 3: *To be announced*, M W F 11 a.m.–12:10 p.m.

SPN 200b Grammar, Composition and Reading

A repetition of 200a. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits
Sec. 1: *To be announced*, M W F 9–9:50 a.m., Th 8–8:50 a.m.
Sec. 2: *Angeles Placer*, M W F 11 a.m.–12:10 p.m.

SPN 220a Intermediate Conversation and Composition

Intensive oral and written work on cultural topics and issues related to the Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction. Students are required to spend at least one hour per week in CFLAC. Prerequisite: four entrance units or

112d, 120, or 200. **{F}** 4 credits

Sec. 1: *Nancy Saporta Sternbach*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. 2: *To be announced*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

SPN 220b Intermediate Conversation and Composition

A repetition of 220a. Prerequisite: four entrance units or 112d, 120, or 200. **{F}** 4 credits

Angeles Placer

M W F 1:10–2:30 p.m.

SPN 222a Advanced Composition

A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. **{F}** 4 credits

To be announced

M W F 11 a.m.–12:10 p.m.

SPN 222b Advanced Composition

A repetition of 222a. Prerequisite: sufficient proficiency in Spanish. **{F}** 4 credits

Nicomedes Suárez Araúz

M W F 10–10:50 a.m., Th 4–4:50 p.m.

Spanish Literature

SPN 214a The Cultures of Spain

An introduction to the histories and cultures of Spain from the Middle Ages to the present through the study of history, literature, theatre, paintings and etchings from the Smith museum, dance, films and popular culture from medieval ballads to contemporary Spanish rock music. The course will be taught entirely in Spanish; therefore a satisfactory command of the language is required. **{L/F}** 4 credits

Reyes Lázaro

M W F 10–10:50 a.m.

SPN 250a Literary Currents in Spain I

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 112d, 120, or 200. **{L}**

4 credits

Eric Graf

M W F 11 a.m.–12:10 p.m.

SPN 251b Literary Currents in Spain II

Literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 112d, 120, or 200. **{L}** 4 credits

Eric Graf

M W F 11 a.m.–12:10 p.m.

Latin American Literature

SLL 260a Survey of Latin American Literature I

A historical perspective of Latin American literature as expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Prerequisite: four entrance units or 200. **{L}** 4 credits

Marina Kaplan

T Th 3–4:50 p.m.

SLL 261b Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Prerequisite: four entrance units or 112d, 120, or 200. **{L}** 4 credits

Marina Kaplan

T Th 3–4:50 p.m.

[SLL 265b Topics in Latin American Literature] 4 credits

THE 141a Acting I

Section 2. Performing Text: Translation Page to Stage. (Note: This course will count as a 200-level literature course in SPP.) This course focuses on the narrative texts of Mexican author Juan Rulfo, studying the material both in Spanish and in translation and utilizing theatrical technique, performance strategies and plastic representation to deepen understanding of the text, the culture from which it

emerges and the Spanish language. A central component of the course is the staging of segments of the text *El Llano en Llamas* in an interlingual production to be developed by students and presented in a performance as the final project. Comparative analysis of texts and research into the historical, literary and cultural context of Rulfo's writing is central to the course. Prerequisite: SPN 200/220. Enrollment limited to 18. (E) **{L/A/F}** 4 credits
Maria Estela Harretche, Ellen Kaplan (Theatre)
 T Th 10:30–11:50 a.m.

CLT 268b Latina and Latin American Women Writers

Upper Division Courses in Spanish Literature

The prerequisites for the following Spanish courses are 250a or 251b, or permission of the instructor.

The Formative Period

[CLT 322b Words and Music in Medieval Lyric]

A study of the sacred and profane love lyric of the Middle Ages from the troubadours of Provence to the troubadour of the Virgin, Alfonso X of Castile. **{L/A}** 4 credits

[SPN 330b The Epic Tradition: Poems, Chronicles and Ballads]

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. **{L/F}** 4 credits

[SPN 331a The Structure of the Spanish Middle Ages in Literature]

The legacy of the Moorish, Jewish and Christian traditions. **{L/F}** 4 credits

SPN 332a Love and Desire in Medieval Literature

A study of medieval and pre-Renaissance themes in the Christian, Jewish and Islamic cultures which witnessed a growth of literature dealing with the nature and depiction of love. Examining works from these traditions and stressing the uses of

symbolic language and metaphor, we will explore the linguistic representation of desire. Texts will include Ibn Hazm, *El collar de la paloma*; the poetry of Yehuda Ha-Levi and the Mozarabic "jarchas"; el *Libro de buen amor*; and Fernando de Rojas' *La Celestina*. **{L/F}** 4 credits
Maria Estela Harretche
 T Th 1–2:50 p.m.

The Imperial Period

[SPN 340a Cervantes: The Birth of the Modern Novel]

Detailed reading and discussion of *Don Quixote de la Mancha* with special attention given to the intellectual and artistic background of Cervantes' literary creation. **{L/F}** 4 credits

[SPN 344b Ideological Framework of the Imperial Age]

An analysis of the main currents of thought in 16th-century Spain and their influence on life and literature against the background of the Spanish Inquisition. **{L/F}** 4 credits

[SPN 345b Renaissance and Baroque Prose]

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels and works by Lope de Vega, Quevedo, Maria Zayas and Vélez de Guevara. **{L/F}** 4 credits

[SPN 347b Golden Age Drama]

Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón. The theatre in relation to literary, social and religious thought. **{L/F}** 4 credits

The Modern Period

[SPN 360b 19th-Century Literature in the Context of Cultural History: From Romanticism to Realism]

A study of the literature of the 19th century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts. **{L/F}** 4 credits

[SPN 362b Galdós]

A study of the conflict between the individual and society in late 19th-century Spain through the nov-

els of Benito Pérez Galdós. Readings include: *La Desheredada*, *El amigo Manso*, *Fortunata y Jacinta*. {L/F} 4 credits

[SPN 363a Contemporary Women Novelists of Spain]

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets and Montero. {L/F} 4 credits

SPN 364b Tradition and Dissent: The Generation of '98

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán and Azorín. {L/F} 4 credits

Reyes Lázaro

T Th 1–2:50 p.m.

[SPN 365a Spanish Post-War Novel]

An examination of the transformations in Spanish society from the end of the Civil War (1939) to the nineties. Readings include novels and short stories by writers who lived during Franco's dictatorship either in Spain (Cela, Sánchez Ferlosio, Martín Gaité) or in exile (Andújar, Ayala, Sender, Zambrano, Chacel), as well as writers who focused on the post-Franco era (Montero, Atxaga, Muñoz Molina, Puértolas, Sánchez). {L/F} 4 credits

[SPN 366b The Heritage of Modernism: 20th-Century Spanish Poetry]

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War and Franco's dictatorial regime. {L/F} 4 credits

[CLT 367b Imagined Homes: Literary Interpretations of the National Question]

This course will analyze the works of 20th-century writers who belong to national or ethnic communities. {L} 4 credits

Upper Division Courses in Latin American Literature

A study of Latin American literature through one of four focuses: genre, region, themes or literary movements. In all four, emphasis will be placed on such issues as changing political, social and regional contexts; race, gender and national identity; and European and North American models.

Each course will be an examination of the different ways in which Latin American literature attempts to define its identity and to produce an autonomous discourse.

Prerequisite for all four courses is SLL 260a or 261b or permission of the instructor. A student may repeat a course when the topic is different.

LAS 301a Seminar: Topics in Latin American Studies

[SLL 370a Literary Genres in Spanish America]

{L/F} 4 credits

[SLL 371b Latin American Literature Within a Regional Context]

{L/F} 4 credits

SLL 372a Themes in Latin American Literature

Topic for 1996–97: Carnival and Performance in Spanish American Literature. In this course we will apply a Bakhtinian (but not exclusively so) approach to the role of carnival played in Caribbean and Spanish American cultures. We will examine texts such as Paz' *El laterinto de la soledad*. Puig's *El beso do la mujer araña*. Carpentier's *Concierto barroco*, Luis Rafael Sánchez' *La guaracha del Macho Camacho* and others. Attention will be paid to other cultural expressions, such as film (Eisenstein's *Que viva México!*), as well as to the musical tradition of the Caribbean. {L/F} 4 credits

Angeles Placer

M W F 1:10–2:30 p.m.

SLL 373b Literary Movements in Spanish America

Topic for 1996–97: After the '60s. Some examples of fiction written after the Boom. Novels and short

stories of exile and return; of writing itself as a form of exile; of the search for an alternative ground/alternative voice; of the Latin American subject as someone who is, literally or figuratively, elsewhere. We will attempt to connect these novels to their social and historical context. Possible authors: Manuel Puig, Marvel Moreno, Diamela Eltit, Manuel Scorza, Rigoberta Menchú. **{L/F}**
4 credits

Marina Kaplan

M W F 1:10–2:30 p.m.

SPP 404a Special Studies in Peninsular and Latin American Literatures

By permission of the department, for senior majors and honors students. 4 credits

SPP 404b Special Studies in Peninsular and Latin American Literatures

4 credits

SPP 424a Special Studies in Language Teaching

Admission for seniors by permission of the department. 4 credits

SPP 424b Special Studies in Language Teaching

4 credits

The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended.

Adviser for the Spanish Major: Reyes Lázaro.

Adviser for the Latin American Literature Major: Angeles Placer.

Adviser for the Portuguese-Brazilian Major: Charles Cutler.

Adviser for Study Abroad: Maria Estela Harretche (first semester); Nicomedes Suárez Araúz (second semester).

The S/U grading option is not allowed for courses counting toward the majors.

The courses that are the basis for the majors are normally to be taken at Smith College.

Peninsular Spanish Literature Major

Requirements: nine semester courses. Two basis courses (250/251) plus seven other semester courses. Out of the seven, three should be 300-level courses in Peninsular Literature taken in the department, and four others related to the literature and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120), including Portuguese, and one can be in English.

Latin American Literature Major

Requirements: nine semester courses. Two basis courses (260/261) plus seven other semester courses. Out of the seven, three should be 300-level courses in Latin American Literature and four others related to the literature and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (including Portuguese) and one can be in English.

Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

For students interested not only in literature, but in such fields as anthropology, economics, government and history.

Portuguese-Brazilian Studies

Requirements: POR 100d, POR 210, POR 220 and five other semester courses related to the Portuguese-speaking world. One of the seven must be at the 300 level. Courses to be selected from literature and language, history, Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Same as listed for the majors.

Spanish

Five semester courses in Spanish above the 100 level. A maximum of two can be language courses.

Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies

Requirements: POR 100d, POR 210, POR 220 and two other semester courses related to the Portuguese-speaking world to be selected from language and literature, history, Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Directors for Spanish Literature: Maria Estela Harretche and Reyes Lázaro.

Director for Latin American Literature: Nancy Saporta Sternbach.

430d Thesis
8 credits

431a Thesis
8 credits

Spanish Literature

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Latin American Literature

Requirements: same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Theatre

Professors

Leonard Berkman, D.F.A.

**Catherine H. Smith, M.F.A.

Associate Professors

*John D. Hellweg, Ph.D.

Andrea Hairston, M.A., *Chair*

Assistant Professors

Ellen Kaplan, M.F.A.

Susan Clark, Ph.D.

Nancy Schertler, B.A.

Phillip Baldwin, M.F.A.

Carla Kirkwood, M.F.A.

Lecturers

¹Patricia Gonzalez

²Helen Suh

Research Associate

Martha Richards

100a The Art of Theatre Design

An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15.

{A} 4 credits

Catherine Smith

T Th 10:30–11:50 a.m.

[100b The Art of Theatre Design]

A repetition of 100a. 4 credits

198a Theatre and Society: Prehistory to the Renaissance

Sex, religion, gender and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience. The theatres of Ancient Greece and Rome, India, Japan and Elizabethan England will be examined within their cultures. Similarities and differences between theatrical representations will be emphasized. Students will be encouraged to examine the influence that each of these theatres has had on contemporary drama.

The course will serve as a foundation to further study. {L/H/A} 4 credits

Susan Clark

T Th 1–2:50 p.m.

199b Theatre and Society: Renaissance to the Birth of Modern Drama

A cross-cultural survey of theatre, beginning with Japanese Kabuki drama, through Commedia, 17th-century Neoclassicism, romanticism and melodrama to the development of realism and anti-realistic dramas. Special emphasis will be given to the representation of gender on stage, including cross-dressing and the emergence of women as performers. Movements in theatre will be considered in relation to their societies and as influences on modern theatre practice. Recommended background THE 198. {L/H/A} 4 credits

Susan Clark

T Th 10:30–11:50 a.m.

History, Literature, Criticism

[211b European Drama: From *Commedia* to Chekhov]

Exploration of innovation and change in the European theatre from the Renaissance to the early 20th century. Representative work from 1513 to

1904 will be considered historically and analytically with reference to dramatic theory, comparative symbology, native dramatic traditions and the creation of an international repertoire. Playwrights to be considered include Gozzi, Goldoni, Shakespeare, Tirso de Molina, Lope de Vega, Calderón de la Barca, Molière, Racine, Schiller, Büchner, Ibsen and Chekhov. Through readings, presentations and films, the course places major dramas of the era in their social and theatrical contexts. To be offered in Spring 1998. **{L/H/A}** 4 credits

213b American Theatre and Drama

A thematic survey extending from the beginning of colonial theatre to contemporary theatre. Plays, popular entertainments and stage personnel will be studied in relationship to the political, social and cultural environment of the United States. Particular attention will be paid to the inclusion and/or exclusion of American Indians, African Americans, women and homosexuals in the theatre and in society. The major question to be explored is whether or not the theatre, in the process of defining itself as "American," truly reflects the "melting pot" of America. **{L/H/A}** 4 credits
Susan Clark
T Th 1–2:50 p.m.

214a Black Theatre

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. Attendance required at selected performances. **{L/H/A}** 4 credits
Andrea Hairston
T Th 10:30–11:50 a.m.

217a Modern European Drama

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman

T Th 9–10:20 a.m.

218a Modern European Drama

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, Page and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman

T Th 10:30–11:50 a.m.

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

[300a Women in Theatre]

An exploration of women who have shaped the contemporary theatre either directly or historically. The course will examine plays written by women, ranging from the Middle Ages to the 1990s, as well as study the careers and accomplishments of women directors, managers and performers. Struggles over issues of equality, sexuality, class, ethnicity and politics will provide the cultural background for discussions. Particular productions will be highlighted "defining moments" in the history of women in the theatre. Among the women to be studied: Hroswitha, Behn, Vestris, Mowatt, Cushman, Duncan, Duse, Bernhardt, Churchill, Glaspell, Terry, Shange, Mann, Akalaitis and Hughes. Permission of the instructor is required. To be offered in 1997–98.

{L/H/A} 4 credits

Susan Clark

313a Masters and Movements in Drama

Section 1: Contemporary Performance and Public Art Practices

An exploration of the role of contemporary performance and the new American public art movement. Interdisciplinary performance, personal narrative as public testimony, multicultural texts and feminist performance theories will also be discussed. Special attention will be paid to issues

of gender, race, class, sexual preference, freedom of speech and methods of organizing political debate within a community. Course is taught in conjunction with the Smith College museum's Andrew Mellon Foundation Grant. Four weeks of class will be conducted on site at the museum. Permission of the instructor is required. Enrollment limited to 12. **{L/A}** 4 credits

Carla Kirkwood

M W 1:10–2:30 p.m.

Section 2: Contemporary Latino and Latin American Writers North and South of the Border

During the 20th century, theatre in Latin America has been confrontational and controversial. Some plays reflect internal turmoil, others propose a new historical version of events, and yet others dwell on the absurd. In the United States, Latino plays have also confronted mainstream North American traditions and ideologies, foregrounding issues of identity, migration, oppression and displacement. The course will address topics crucial to both sides of the border, drawing parallels and identifying similarities and differences. Playwrights to be studied include Gambaro, Carballido, Buenaventura, Díaz, Dragún, Wolff, Boal, Prida, Montes Huidobro, Fornes, Sanchez-Scott, Moraga and others. Readings will be in English or English translation. **{H/A}** 4 credits

Patricia Gonzalez

M W 1:10–2:30 p.m.

313b Masters and Movements in Drama

Topic for 1996–97: Voices of Transition: Theatre and Cinema in the “Other Europe” Today. A look at new film, theatre and fiction in post-communist societies in Central and Southeastern Europe, focusing on Hungary, Romania, Bulgaria and Balkan countries. Ethnic violence, contestation of borders and economic restructuring have made for exciting transitions and innovations in the work of contemporary artists. We will explore the most recent work of visual and theatre artists from this major crossroads of Europe. **{L/A}** 4 credits

Ellen Kaplan and Cathy Portugues (UMass)

T 1–4 p.m.

315b Colloquium: African and Caribbean Theatre

A survey of the major developments in African and Caribbean theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimee Cesaire, Derek Wallcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20. Attendance required at selected performances. **{L/H/A}** 4 credits

Andrea Hairston

T Th 10:30–11:50 a.m.

[316a Contemporary Canadian Drama]

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of gender, class and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinias, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois, Margaret Hollingsworth and Sharon Pollock. To be offered in 1997–98. **{L/A}** 4 credits

Leonard Berkman

[317a Movements in Design]

{A} 4 credits

[318b Movements in Design]

{A} 4 credits

REL 373b Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimilations of the *Mahabharata*, *Ramayana* and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is re-

quired. **{A}** 4 credits

John Hellweg, Dennis Hudson (Religion)

T Th 3–4:50 p.m.

Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141a Acting I

Section 1: Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required.

{A} 4 credits

Carla Kirkwood

M W 10–11:50 a.m.

Section 2: Performing Text: Spanish Language from Page to Stage

Focuses on texts by the seminal Mexican author Juan Rulfo in Spanish and in translation, utilizing performance strategies to deepen understanding of the text and enhance foreign language skill.

Students develop and stage an interlingual production based on stories in *El Llano en Llamas*. Comparative analysis of texts, research into the historical and cultural contexts of Rulfo's work and application of actor-training methodologies bring stories from page to stage for a final public performance. Prerequisites: SPN 200 or equivalent. No previous acting experience required. Enrollment limited to 18. **{L/A/F}** 4 credits

Ellen Kaplan, Maria Estela Harretche (Spanish and Portuguese)

T Th 10:30–11:50 a.m.

141b Acting I

Section 1: A repetition of 141a, Section 1. Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 18. Four class hours. Permission of the instructor is required. **{A}** 4 credits

Carla Kirkwood

M W 10–11:50 a.m.

151a Stagecraft

A study of the construction of scenery and props for the stage. The fundamental theories, methods and techniques of translating the design to the physical stage. Two hours of shop time required weekly in addition to class and lab time. I and P. Enrollment limited to 25. **{A}** 4 credits

Phillip Baldwin

M W 10 a.m.–12:10 p.m.

[151b Stagecraft]

A repetition of 151a. Enrollment limited to 25. **{A}** 4 credits

Phillip Baldwin

200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 16, 1996, at 4:15 p.m. Attendance is mandatory. 1 credit

Phillip Baldwin, Director

200b Theatre Production

A repetition of 200a. There will be one general meeting on Monday, February 3, 1997, at 4:15 p.m. in the Green Room, Theatre Building. Attendance is mandatory. 1 credit

Phillip Baldwin, Director

242a Acting II

Topic for 1996–97: Scene Study. Building on a basic groundwork in acting technique, we explore script analysis, building a character and rehearsal technique as they apply to scene work. We will learn how to score a role, with emphasis on discovering action, objective and obstacle, developing the inner life of the character and making choices in the scene. Prerequisite: 141a or b. Enrollment limited to 16. Permission of the instructor is required. **{A}** 4 credits

Ellen Kaplan

M W 10–11:50 a.m.

[242b Acting II]

4 credits

[DAN 249b The Mindful Body: Resources for Performing and Visual Artists]

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. 2 credits

Susan Waltner, Monica Jakuc (Music)

252a Scene Design I

Study of the historical and contemporary contribution of space and environment to the creation of the world of the play and to the theatre experience as a whole, with emphasis on the theory and creative process of design and skills for design communication. L. Enrollment limited to 14. {A} 4 credits

Phillip Baldwin

M W 1:10–3:30 p.m.; lab to be arranged

252b Scene Design I

A repetition of 252a. Enrollment limited to 14. {A} 4 credits

Phillip Baldwin

M W 1:10–3:30 p.m.; lab to be arranged

253a Lighting Design I

The exploration of the role of light in the composition of the visual frame and as a medium for expression in both theatre and dance. Production work is required. L. {A} 4 credits

Nancy Schertler

M W F 11 a.m.–12:10 p.m.; lab F 1:10–4 p.m. at the option of the instructor

253b Lighting Design I

A repetition of 253a. {A} 4 credits

Nancy Schertler

M W F 11 a.m.–12:10 p.m.; lab F 1:10–4 p.m.

254a Costume Design I

The elements of line, texture, color and gesture

and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. {A} 4 credits

Catherine Smith

T Th 1–2:50 p.m.; lab T 2:50–4:50 p.m. at option of the instructor

[254b Costume Design I]

A repetition of 254a. Enrollment limited to 15. {A} 4 credits

261a Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. {A} 4 credits

Leonard Berkman

Th 1–2:50 p.m.

261b Writing for the Theatre

A repetition of 261a. {A} 4 credits

Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.

Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

Sec. 3: *To be announced*, To be arranged

262a Writing for the Theatre

Advanced work. Prerequisite: 261a or b. L and P. {A} 4 credits

Leonard Berkman

Th 1–2:50 p.m.

262b Writing for the Theatre

A repetition of 262a. {A} 4 credits

Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.

Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

Sec. 3: *To be announced*, To be arranged

[342a Acting III]

L and P. Enrollment limited to 22. {A} 4 credits

343b Acting III

Topic for 1996–97: Structured Improvisation. An investigation into the psycho-physical technique of the actor, with emphasis on mind-body integration, movement and voice. Working from a variety of texts (poetic, narrative and dramatic) and visual imagery, we will explore non-linear dramaturgy

based on the actor's expressivity. The process of performance, which includes but extends beyond psychological identification with character, is studied through a range of expressive techniques, development of a performance score and deep engagement with text and space. Students will develop original performance work. Cross-cultural study of contemporary acting theorists. Enrollment limited to 14. Permission of the instructor is required. **{A}** 4 credits

Ellen Kaplan

To be arranged

344a Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8. **{A}** 4 credits

Ellen Kaplan
T Th 9–10:20 a.m.

344b Directing I

A repetition of 344a. Permission of the instructor is required. Enrollment limited to 8. **{A}** 4 credits

Helen Sub
T Th 9–11:50 a.m.

345a Directing II

Theoretical and practical aspects of scenic direction, through structural analysis of texts of varying styles and genre. Selecting, responding to and articulating a unique vision for a text; working on problems of staging, research and rehearsal methodologies. Course will focus on visual representation of written text. Four weeks of laboratory work will be conducted at the Smith College Museum of Art. Final presentation will involve a substantial directing project for the stage (one-act play). Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. **{A}** 4 credits

Carla Kirkwood

M W 2–4 p.m.

345b Directing II

A repetition of 345a. This course focuses upon interpretative approaches to performance pieces

(texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course may involve the direction of a one-act play. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. **{A}** 4 credits

John Hellweg

To be arranged

352a Scene Design II

An advanced study in scene design emphasizing various approaches to research, development, communication and implementation of the design idea. Production work required. L. **{A}** 4 credits

Phillip Baldwin
To be arranged

352b Scene Design II

A repetition of 352a. **{A}** 4 credits

Phillip Baldwin
To be arranged

353a Lighting Design II

An advanced study in lighting design which further explores design choices and the role a lighting designer plays in the collaborative whole that is theatre. This class will focus on both the aesthetic as well as the technical components of lighting design through script analysis, project-on-paper work and in realized designs. Production work is required. Prerequisite: 253a or b and P. **{A}** 4 credits

Nancy Schertler

M W F 1:10–2:30 p.m.; lab F 2:30–4 p.m. at the option of the instructor

353b Lighting Design II

A repetition of 353a. **{A}** 4 credits

Nancy Schertler
M W F 1:10–2:30 p.m.; lab F 2:30–4 p.m.

[354b Costume Design II]

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Prerequisites: 254a or b and P. **{A}** 4 credits

Catherine Smith

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

400b Special Studies

1 to 4 credits

Dance (See Dance Department also.)

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ellen Kaplan.

Basis: 198a and 199b.

Requirements: 10 semester courses, including the following:

1. 198a and 199b as the basis.
2. A poly-cultural sampling of three courses from Division A: History, Literature, Criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141a or b or a four-credit dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography or playwriting course (344a or b, 261a or b, or DAN 353a or b).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or 273; one additional course in Dance Theory at the 300 level, and one additional

four-credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222a, ENG 222b, dramatic literature in any of the language departments.

The Minor

Advisers: Members of the Department.

Requirements: six courses.

Basis: 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing or Playwriting; and
- c. Costume, Lighting or Scene Design.

Honors

Director: Leonard Berkman.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors

students enter the program at the outset of the junior year.

2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
 - a. a thesis in literature, aesthetics, critical analyses or history of any of the theatre arts; or
 - b. a creative project in acting, dance, design, direction, playwriting, choreography or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

Graduate

Adviser: Leonard Berkman.

M.F.A. in Playwriting, please refer to page 60.

512a Advanced Studies in Acting, Speech and Movement

4 credits

Members of the Department

512b Advanced Studies in Theatre

4 credits

Members of the Department

513a Advanced Studies in Design

4 credits

A. Scene Design

Phillip Baldwin

B. Lighting Design

Nancy Schertler

C. Costume Design and Cutting

Catherine Smith

D. Technical Production

To be announced

513b Advanced Studies in Design

A repetition of 513a. 4 credits

515a Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

4 credits

Members of the Department

515b Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

A repetition of 515a. 4 credits

Members of the Department

580a Special Studies

4 credits

Members of the Department

580b Special Studies

4 credits

Members of the Department

590d Research and Thesis Production Project

8 credits

Members of the Department

590a Research and Thesis Production Project

4 credits

Members of the Department

590b Research and Thesis Production Project

4 credits

Members of the Department

Third World Development Studies

Advisers

Elizabeth Hopkins, Professor of Anthropology, *Co-Director*

**Nola Reinhardt, Associate Professor of Economics, *Co-Director*

*Gregory White, Assistant Professor of Government
Ann Zulawski, Assistant Professor of History and of Latin American Studies

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

AFRO-AMERICAN STUDIES

- 218b History of Southern Africa
- 258a 20th-Century Africa: A Modern History
- 287b History of Africa to 1900

ANTHROPOLOGY

- [231a Africa: A Continent in Crisis]
- 232a Politics in Non-Western Societies
- 236b Economic Anthropology
- 237a Native South Americans: Conquest and Resistance

- 239a Women and Resistance in Latin America
- 241b Anthropology of Development
- 249b Anthropology and International Health
- 340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
- 341a Seminar: Ritual, Ideology and Power
- 342a Seminar: Population, Environment and Development
- 345b Seminar: Cultures of Terror: Anthropological Perspectives on Political Violence

ECONOMICS

- 209b Comparative Economic Systems
- 211a Economic Development
- [213b The World Food System]
- [214b The Economics of the Middle East and North Africa]
- 311a Seminar: Topics in Economic Development
- [318b Seminar: Latin American Economics]

GOVERNMENT

- 224b Governments and Politics of the Middle East and North Africa
- 226a Latin American Political Systems
- 227a Government and Politics of Sub-Saharan Africa
- 230b Government and Politics of China
- 231b Government and Plural Societies
- [233b Problems in Political Development]

- 321b Seminar: Power and Politics in Africa
- 322a Seminar in Comparative Government: Mexican Politics from 1910–Present
- [324a Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
- 343b Seminar in International Politics: U.S.–Latin American Relations after the Cold War
- 344a Seminar on Foreign Policy of the Chinese People's Republic
- 345a Seminar: South Africa in World Politics
- 346b Seminar in International Politics: International Organizations and National Politics
- 347b Seminar in International Politics: The 1991 Persian Gulf War
- 348a Seminar: Conflict and Cooperation in Asia
- 349b Seminar: The Political Economy of the Newly Industrializing Countries of Asia
- [352a Seminar: International Development Policy]

HISTORY

- 207a Islamic Civilization to the 15th Century
- 208b The Shaping of the Modern Middle East
- [209b Aspects of Middle Eastern History]
- [210b Modern India]
- [211a The Emergence of China]
- [212b China in Transformation, A.D. 700–1900]
- [214b Aspects of Chinese History: Religion in China]
- 221b Modern Japan
- 260a Colonial Latin America, 1492–1821
- 261b National Latin America, 1821–Present
- 263b Continuity and Change in Spanish America and Brazil
- 291b Colloquium: Sect. A: The 19th-Century Crisis in East Asia
- [361b Problems in the History of Spanish America and Brazil]

Interdepartmental

LATIN AMERICAN STUDIES

- 100a Perspectives on Latin America
- 301a Seminar: Topics in Latin American Studies

Urban Studies

Advisers

Martha Ackelsberg, Professor of Government
Randall Bartlett, Professor of Economics, *Director*

Richard Fantasia, Associate Professor of Sociology
Helen Searing, Professor of Art

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

AFRO-AMERICAN STUDIES

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

ART

[202b History of City Planning and Landscape Design]
206b Great Cities
[215b Ancient Cities and Sanctuaries]
[257b American Architecture and Urbanism]

258b Architecture of the 20th Century
290b Colloquium: Architectural Studies
Topic for 1996-97: Gardens and Utopias in the Early Modern World

ECONOMICS

230b Urban Economics

EDUCATION

200a Education in the City

ENGLISH

248b American Literature from 1865 to 1914

GOVERNMENT

204a Urban Politics
311b Seminar in Urban Politics

SOCIOLOGY

213b Ethnic Minorities in America
218a Urban Sociology
313a Seminar: America's People
Topic for 1996-97: Race, Ethnicity and the Challenge of Pluralism

Women's Studies

Members of the Women's Studies Program Committee for 1996-97

Martha Ackelsberg, Professor of Government and of Women's Studies

†Ravina Aggarwal, Assistant Professor of Anthropology

Raphael Atlas, Associate Professor of Music

Leyla Ezdinli, Assistant Professor of French Language and Literature

Ann Arnett Ferguson, Assistant Professor of Afro-American Studies

Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature, *Chair and Director*

Alice Hearst, Assistant Professor of Government

Reyes Lázaro, Assistant Professor of Spanish and Portuguese

†Helen Lefkowitz Horowitz, Professor of History and of American Studies

Ann Jones, Professor of Comparative Literature

*Frédérique Apffel Marglin, Professor of Anthropology

Cornelia Pearsall, Assistant Professor of English Language and Literature

Judith Plaskow, William Allan Neilson Professor, Visiting Professor in Jewish Studies and Quigley Visiting Professor in Women's Studies

Margaret Sarkissian, Assistant Professor of Music

†Marilyn Schuster, Professor of French Language and Literature and of Women's Studies

Ayesha E. Shariff, Visiting Instructor in Women's Studies and American Studies

Christine Shelton, Associate Professor of Exercise and Sport Studies

†Nancy Shumate, Associate Professor of Classical Languages and Literatures

Patricia Sipe, Associate Professor of Mathematics

Cynthia Smith, Associate Professor of Afro-American Studies

**Ruth Solie, Professor of Music

†Elizabeth Spelman, Professor of Philosophy and of Women's Studies

Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese and of Women's Studies

†Susan Van Dyne, Professor of Women's Studies and of English Language and Literature

Sophie Volpp, Assistant Professor of East Asian Languages and Literatures

*Nancy Whittier, Assistant Professor of Sociology

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental ques-

tions raised by scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the 300 level) from a list compiled by the program committee each year. WST 250, Modes of Feminist Inquiry and WST 350, Gender, Culture and Representation must be included among those courses. Neither may be taken S/U. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated component courses in which the study of women or gender is a substantial issue or unit of study.

Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
2. Her distribution of courses should also enable a student to understand the differences that race, class and culture make to women's experience in one or more of her elective courses.
3. A student will focus her study by taking at least three courses in one of three concentrations:
 - a. *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, psychology, public policy);
 - b. *values and meaning* (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion and theatre); and
 - c. *cross-cultural studies* (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and government, history and literature that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

4. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Women's Studies Program Committee.

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

400b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

430d Thesis

8 credits

The Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six *core courses*, including WST 250, Methods in Women's Studies. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally

include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences that race, class and culture produce in women's experience.

With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her minor, the questions addressed and the methods used, as part of her certification for the minor.

With the approval of her adviser, a student may count Five College women's studies courses toward the minor.

Note: Courses designated as seminars are limited enrollment and are open only to juniors, seniors and graduate students, by permission of the instructor.

Approved courses for 1996–97

Core Courses

WST 150b Introduction to Women's Studies

An introduction to the interdisciplinary field of women's studies through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students.
4 credits

Martha Ackelsberg

M W F 11 a.m.–12:10 p.m.

WST 250a Modes of Feminist Inquiry

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social and political choices made by women in the past and present. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or per-

mission of the instructor. Enrollment limited to 30.
4 credits

Nancy Saporita Sternbach

M W F 11 a.m.–12:10 p.m.

[WST 250b Modes of Feminist Inquiry]

A repetition of 250a. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30. 4 credits

WST 300a Special Topics in Women's Studies

Topic for Fall 1996: Feminists Thinking About Sex. The course will explore the nature and meaning of human sexuality from feminists and queer perspectives. In examining such topics as the feminist sex debates and the social construction of the notion of two genders, we will look at the ways in which ideas about sexuality are interstructured with ideas about race, class and religion. Prerequisite: 250. {S} 4 credits

Judith Plaskow

T 1–2:50 p.m.

WST 333b Seminar: Feminist Theology

An examination of key issues and themes in feminist theology through a close reading of central texts in the field. Beginning with *Beyond God the Father*, Mary Daly's early critique of patriarchal religion, we will explore the ways in which feminists are transforming traditional religion and creating new modes of spiritual expression that are more woman-centered. Enrollment limited. Permission of the instructor is required. (E)

{L/S} 4 credits

Judith Plaskow

Th 1–2:50 p.m.

WST 350a Gender, Culture and Representation

This senior integrating seminar for the women's studies major examines how gender is structured and represented in a variety of arenas including art, politics, law and popular culture. Through the critical reading of key contemporary works of feminist theory and intensive investigation of multidisciplinary case studies, we will study the

variety and ambiguities of political and symbolic representation—how can one woman's experience "stand for" another's? Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U. 4 credits

Ayesha Shariff

M W 2:40–4 p.m.

WST 350b Gender, Culture and Representation

A repetition of 350a. Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U. 4 credits

Ayesha Shariff

To be arranged

AAS 212b Culture and Class in the Afro-American Family

Ann Ferguson

M W F 11 a.m.–12:10 p.m.

[AAS 220a Women of the African Diaspora]

Ann Ferguson

AAS 317a Seminar: History of Afro-American Women and the Feminist Movement, 1830 to Present

Ann Ferguson

M 7:30–9:30 p.m.

[AAS 326b Seminar: The Sociocultural Development of the Afro-American Woman]

Ann Ferguson

AAS 348a Black Women Writers

Cynthia Smith

M W F 1:10–2:30 p.m.

ANT 239a Women and Resistance in Latin America

Betsy Shally-Jensen

M W 1:10–2:30 p.m.

ANT 243b Colloquium in Political Ecology: Gender, Knowledge, Culture

Frédérique Appfel-Marglin

T Th 1–2:30 p.m.

[ANT 244b Woman/Body/Self Cross Culturally]

Prerequisites: ANT 130a or b or WST 250 or permission of the instructor.

[ARH 292b Colloquium: Film and Art History]

[CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture]

CLT 223a Forms of Autobiography

Ann Jones

T Th 10:30–11:50 a.m.

CLT 230a "Unnatural" Women: Mothers Who Kill Their Children

Tbalia Pandiri

T Th 1–2:50 p.m.

CLT 235b Fairy Tales and Gender

Elizabeth Harries

T Th 1–2:50 p.m.

[CLT 256b The Virgin in Myth and Literature]

CLT 268b Latina and Latin American Women Writers

Nancy Sternbach

M W F 11 a.m.–12:10 p.m.

CLT 272b Women Writing: 20th-Century Fiction

Leyla Ezdinli

T Th 10:30–11:50 a.m.

[CLT 279a Women Writers of the Middle Ages]

EAL 251a Modern Korean Literature

Jin-bee Kim

T Th 1–2:30 p.m.

ECO 222a Women's Labor and the Economy

Mark Aldrich

M W F 9–9:50 a.m.

ENG 120b 1. Fiction: American Women

Writers

Section 3

Ann Boutelle

T Th 10:30–11:50 a.m.

[ENG 264a American Women Poets]

Susan Van Dyne

[ENG 278a Writing Women: Remaking American Fiction]

Susan Van Dyne

[ENG 278b Writing Women: The Early Modern Period]

Sharon Seelig

ENG 286b Reading and Writing

Autobiography

Ann Boutelle

Th 1–2:50 p.m.

[ENG 340b Topics in English Romanticism]

Patricia Skarda

ENG 342a Seminar: Studies in 19th-Century Literature

Topic for fall 1996: The Brontës.

Cornelia Pearsall

T 1–2:50 p.m.

[ENG 378a Seminar: Women and Literature]

Topic: Contemporary British Women Writers

Robert Hosmer

[ENG 379b Seminar: Women and Literature]

Topic: Feminist Literary Theory

Susan Van Dyne

[ESS 550a Women in Sport]

Christine Shelton

[FRN 240b Black Women Writers]

Leyla Ezdinli

FRN 340b 18th-Century Literature

Topic for 1996–97: Family Values in the Enlightenment

Janie Vanpée

T Th 10:30–11:50 a.m.

[FRN 365a Francophone Literature]

Topic: French Canadian Women Writers

Denise Rochat

FRN 391a Theme and Form in French Literature

Topic for 1996–97: Woman Writers of the Middle Ages and Renaissance

Eglal Doss-Quinby

Th 3–4:50 p.m.

GOV 204a Urban Politics

Martha Ackelsberg

T Th 9–10:20 a.m.

GOV 211b Gender and Politics

Gary Lebring

T Th 9–10:20 a.m.

GOV 305a Seminar: Law, Family and State

Alice Hearst

T 3–4:50 p.m.

GOV 321b Seminar in Comparative Government

Topic for 1996–97: Power and Politics in Africa:

The Female Factor

Walter Morris-Hale

T 1–2:50 p.m.

[GOV 324a Seminar: Gender, Education and Democracy in Latin America]

Susan Bourque

GOV 364b Seminar in Political Theory: Feminist Theory

To be announced

To be arranged

GOV 366b Seminar: The Body Politic

Gary Lebring

T 1–2:50 p.m.

HST 253b Women in Modern European Societies

Enrollment limited to 20.

Miriam Slater

T Th 1–2:50 p.m.

HST 263b Continuity and Change in Spanish America and Brazil

Topic: for 1996–97: Gender in the Study of Latin American History

Ann Zulawski

T 3–5:30 p.m.

HST 277a History of Women in the U.S., Colonial Period to 1865

Marylynn Salmon

T Th 9–10:20 a.m.

[HST 278b History of Women in the U.S., 1865–1970]

Helen Lefkowitz Horowitz

HST 280a Problems of Inquiry

Topic for 1996–97: Women's Roles, Women's Activism. Topics in the social history of women since 1900 in the United States.

Thomas Jackson

T Th 1–2:50 p.m.

[HST 383a Seminar: Research in U.S. Women's History: The Sophia Smith Collection]

Helen Lefkowitz Horowitz

IDP 208a Women's Medical Issues

Barbara Brehm-Curtis, Leslie Jaffe

T Th 10:30–11:50 a.m.

ITL 343a Modern Italian Literature: Italian Women Writers: Mothers and Daughters

To be announced

T Th 9–10:20 a.m.

[JUD 224b Women in Rabbinic Literature]

Howard Adelman

JUD 225a Feminism and Judaism

Judith Plaskow

M W 11 a.m.–12:10 p.m.

[JUD 387b Seminar: Women in Jewish History]

Howard Adelman

MUS 100b D. Music and Gender in Cross-Cultural Perspective

Margaret Sarkissian

M W F 9–9:50 a.m.

[PHI 240b Philosophy and Women]

Kathryn Pyne Addelson

[PHI 305a Topics in Feminist Theory]

Elizabeth Spelman

PSY 266a Psychology and Women

Enrollment limited to juniors and seniors.

Faye Crosby

M W F 11 a.m.–12:10 p.m.

PSY 366b Seminar: Topics in the Psychology of Women

Topic for 1996–97: The Feminist Lens

Faye Crosby

W 2:40–4 p.m.

SOC 229b Sex and Gender in American Society

Nancy Whittier

T Th 9–10:20 a.m.

SOC 323b Seminar: Gender and Social Change

Nancy Whittier

T 1–2:50 p.m.

[SLL 363a Contemporary Women Novelists of Latin America]

Nancy Saporita Sternbach

THE 214a Black Theatre

Andrea Hairston

T Th 10:30–11:50 a.m.

Component Courses

AAS 216a Colloquium: Afro-American Folk Culture

Ann Ferguson

T Th 3–4:50 p.m.

AAS 237b Major Black Writers: Fiction

Cynthia Smith

T Th 9–10:20 a.m.

[AAS 243b Afro-American Autobiography]

Cynthia Smith

AAS 245b The Harlem Renaissance: 1912–1940

Cynthia Smith

T Th 1–2:50 p.m.

AAS 350b Seminar: Race and Representation: African-Americans in Film

Ann Ferguson

Th 3–4:50 p.m.; screening time W 7–10 p.m.

[ARH 209b Etruscan Art]

Barbara Kellum

[ARH 212a The Art of Rome (L)]

Barbara Kellum

ARH 291a Art Historical Methods (C)

Barbara Kellum

Th 3–4:50 p.m.

ARH 293b Art Historical Studies

Carol Solomon Kiefer

M W 11 a.m.–12:10 p.m., plus some museum visits

[ARH 315b Studies in Roman Art: Popular Culture in the Roman World]

Barbara Kellum

ARH 342b Studies in 17th-Century Art

Topic for 1996–97: Mythological Women

Craig Felton

T 1–2:50 p.m.

[CLT 229a Renaissance: Courtier, Courtesan, Citizen]

Ann Jones

[CLT 239b Romanticism]

Elizabeth Harries

[CLT 276a Theories of the Paratext]

Leyla Ezdinli

[CLT 375b The Fiction of Letters]

EAL 100b The Literary Traditions of East Asia: China, Japan, Korea

Sophie Volpp

M W F 2:40–4 p.m.

EAL 231a The Culture of the Lyric in Traditional China

Sophie Volpp

T Th 1–2:50 p.m.

EAL 232b Modern Chinese Literature

Christopher Lupke

M W F 2:40–4 p.m.

[EAL 234b The Chinese Literary Tradition: T'ang to the Ch'ing]

Sophie Volpp

EAL 360b Seminar: Topics in East Asian Literatures

Thomas Roblich

Th 3–4:50 p.m.

ENG 300b Seminar: A Major British or American Writer

Topic for 1996–97: Virginia Woolf

Robert Hosmer

T 1–2:50 p.m.

FRN 241a Men and Women of Letters

Jonathan Gosnell

M W F 9–9:50 a.m.

FRN 365b Francophone Literature

Topic for 1996–97: Literature of the Caribbean

Leyla Ezdinli, Ruth Simmons

W 1:10–3 p.m.

[FRN 391a Theme and Form in French Literature]

Topic: The Epistolary Novel

Janie Vanpée

FRN 394a Studies in 19th-Century Literature

Topic for 1996–97: Representing Femininity: The Case of Domestic Servants

Martine Gantrel

T 3–4:50 p.m.

[GER 225a Readings in German Literature]**[GER 228b The New German Cinema]****GOV 264b Problems in Democratic Thought***Philip Green*

M W 1:10–2:30 p.m.; dis. F 1:10–2:30 p.m.

GOV 311b Seminar in Urban Politics*To be announced*

To be arranged

GOV 366a Seminar: Ideology, Culture and Politics*Philip Green*

Th 3–4:50 p.m.; films T 3–4:50 p.m. and W 7:30–10 p.m.

HST 254b 19th-Century European Thought*Ernest Benz*

M 7–9:30 p.m.

HST 256b Modern European Social History*Miriam Slater*

T Th 9–10:20 a.m.

[HST 271a American Space: History of the American Landscape and Built Environment]*Helen Horowitz***REL 110b Colloquium: Thematic Studies in Religion****Section C: Christian Spirituality***Elizabeth Carr*

T Th 10:30–11:50 a.m.

REL 110b Colloquium: Thematic Studies in Religion**Section F: Issues in Contemporary Judaism***Lois Dubin*

M W 1:10–2:30 p.m.

SOC 224a Family and Society*Rhonda Singer*

T Th 10:30–11:50 a.m.

THE 198a Theatre and Society: Pre-history to the Renaissance*Susan Clark*

T Th 1–2:50 p.m.

THE 199b Theatre and Society: Renaissance to the Birth of Modern Drama*Susan Clark*

T Th 10:30–11:50 a.m.

THE 213b American Theatre and Drama*Susan Clark*

T Th 1–2:50 p.m.

THE 217a Modern European Drama*Leonard Berkman*

T Th 9–10:20 a.m.

THE 218a Modern European Drama*Leonard Berkman*

T Th 10:30–11:50 a.m.

THE 313a Masters and Movement in Drama*Carla Kirkwood*

M W 1:10–2:30 p.m.

[THE 316a Contemporary Canadian Drama]*Leonard Berkman*

Interdepartmental and Extradepartmental Course Offerings

ACC 223a Principles of Accounting

Fundamental concepts, procedures and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. Enrollment limited to 35 per section.

Preference is given to Smith seniors, juniors, sophomores; Five College students; and Smith first-year students, in that order. {S} 4 credits

To be announced

To be arranged

[EDP 100b Colloquium: Understanding Social Issues]

This colloquium will select current social issues to be explored from many different perspectives. Students will define the relevant questions and will be collectively responsible for seeking the answers. Enrollment limited to 12. Preference given to first-year students. (E) 4 credits

Randall Bartlett (Economics)

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*; Chrétien de Troyes's *Yvain*; Christine de Pizan's *City of Ladies*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. {L} 8 credits

Maria Banerjee (Russian Language and Literature), Director

Lec. W 2:40–4 p.m.; sections as below:

First semester:

M W 1:10–2:30 p.m., *Robert Hosmer (English Language and Literature)*

T Th 10:30–11:50 a.m., *Maria Banerjee (Russian Language and Literature)*

T Th 9–10:20 a.m., *Maureen Ryan (Classical Languages and Literatures)*

T Th 10:30–11:50 a.m., *Elizabeth Hamner (En-*

Second semester:

M W 1:10–2:30 p.m., *Robert Hosmer (English Language and Literature)*

T Th 10:30–11:50 a.m., *Maria Banerjee (Russian Language and Literature)*

T Th 9–10:20 a.m., *Tbalia Pandiri (Classical Languages and Literatures)*

T Th 10:30–11:50 a.m., *Ann Jones (Comparative Literature)*

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. Emphasis will be primarily on biological aspects of these topics. Not open to first-year students. {N} 4 credits

Leslie Jaffe (Health Services), Barbara Brehm-Curtis (Exercise and Sport Studies)

T Th 10:30–11:50 a.m.

[PPY 209b Philosophy and History of Psychology]

An examination of the philosophical roots or issues in psychology such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits

Peter Pufall (Psychology)

[PPY 221b Language]

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models and the representation of language in the brain. To be offered in 1997–98. {N} 4 credits

Five College Course Offerings by Five College Faculty

Norman Cowie, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program)

First Semester

Hampshire: **CCS 135**

Video History

A critical survey of video art from the mid-1960s to the present. We will examine video's debut as a distinctive medium, its debt to other artistic practices, social movements and mass cultural forms, its diverse representational strategies, its contradictory relationship to institutions of power, its structures of funding and distribution, and its technological dispersal in an age of multimedia.

We will also examine various competing historical narratives that have accompanied video's growth and institutionalization. The course will be structured by screenings, discussions, readings and writings. One three-hour meeting per week.

W 6:30–9:30 p.m.

Mount Holyoke: **Interdepartmental 203f**

Studies in the Moving Image: Video

Sketchbook

Since its introduction in the 1960s as a consumer technology, portable video production has increasingly diversified. Today it is a hybrid technology—a site where the effects of its marketing and globalization meet the democratizing demands of its users; where the traditions of film and television meet the strategies of postmodernism. In this course we will explore these (and other) relationships in order to situate contemporary video's narrative, documentary and experimental forms.

We will also produce short video "sketches" throughout the semester. Enrollment limited to 15.

T Th 1–4 p.m.

[Amherst: **English 90f**

UMass: **COMM 397A**

Studies in the Moving Image: Questions of Documentary]

The aim of this class is to examine the dominant questions and controversies confronting documentary today, through readings, screenings and the production of a documentary project in film or video, or in special cases, another medium. Although the class will be structured around film and video documentary, we will also discuss the problems and questions of documentary and its relationship to the real as it arises in photography, print journalism and radio. This course is an entry-level course; however, advanced students may participate. Permission of the instructor is required.

Second Semester

Smith: **Film Studies 282b**

Studies in the Moving Image I

An introductory course in the theory and practice of film and video production. Exploration of the historical, theoretical and critical contexts that inform independent film and video production today. Students will work on individual and collaborative projects, primarily in video. Particular attention will be given to the work of independent producers, to the contributions of contemporary criticism and to the field of the moving image-and-sound as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Enrollment limited to 16. Screening fee. {A} 4 credits

T Th 1–2:50 p.m.; screening time T 3–5 p.m.

UMass: Communication 397**Studies in the Moving Image II: Community Television**

This course will seek to integrate the theory and practice of low-budget community television production. The participants in the course will study the history and theory of community television and its relationship to corporate television, here and abroad. We will examine their points of coincidence and contradiction in the contexts of production, distribution and reception. We will also look at the rhetorical strategies of their programming and consider the influence of video art and community video on mass cultural forms, and vice versa. This course will be based at the university and will accept up to five students from each of the five colleges. Participants in the course will work together to research, develop and produce work for programming on public access TV in Amherst and Northampton and for the campus networks at UMass, Amherst and Hampshire. Students will work on production teams and as segment producers, under the instructor's supervision, using the equipment and facilities of their home campus. All participants will meet formally once a week at the university, with sections meeting regularly at each of the five colleges.

To be arranged

[Amherst: English 90**Studies in the Moving Image II]**

This course is designed for students who would like to continue working in video, film or computer imaging techniques within a humanities context. Students will be expected to develop and produce their own work, as independent projects, while participating in a series of readings and screenings exploring issues of representation in contemporary art and culture. Class meetings will be devoted to screenings, discussions and workshops. Some prior production experience is required. One four-and-one-half hour class meeting per week. Permission of the instructor required. Enrollment limited to 16 students.

**[Smith: Film Studies 291b
Experimental Narrative]**

Integrating theory and production, this course will seek to give articulation to stories of difference—whether sexual, ethnic, political or historical—

that have been displaced or contained by conventional narrative forms. Course work will be structured by a series of readings, screenings, discussions and workshops, all examining the operations of conventional cinematic and televisual narratives, as well as alternatives produced by artists and activists in film, video and television. Students will be expected to work on individual and collaborative media projects. Previous production experience and instructor's permission required. Enrollment limited to 16. Screening fee. (E) (A) 4 credits

Yvonne Daniel, Associate Professor of Dance (at Smith College under the Five College Program)

First Semester

**Hampshire: DAN (Number to be announced)
Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Dunham technique (Afro-Haitian) and traditional dance forms from Cuba, Haiti and Brazil. Students learn rhythms, chants, cultural contexts, a variety of Caribbean dance forms and an appreciation of diverse values that are embodied in movement.

M W 1–2:20 p.m.

**Smith: Dance 142a Cultural Dance Forms I
Sec. B: Comparative Caribbean Dance I**
Same description as Comparative Caribbean Dance I. (A) 2 credits
M 7–10 p.m.

**Smith: Dance 540a
History and Literature of Dance: World
Performance and Practices**

This is a graduate seminar that provides performers with a comparative study of dance/music performance and dance practices that are found throughout the world. The course provides further training in research methods and cultural analysis. Students present research papers and critically evaluate the dance/music literature on forms other

than those that are generally emphasized in institutions within the United States.

T Th 10:30 a.m.–noon

[UMass: **Dance 232**

Jazz III: Roots of Jazz in the African Diaspora]

This course is designed to give an experience in the evolution of jazz dance style from the perspective of its antecedents in Africa and the Caribbean. The course provides a different mode of flexibility, strength and endurance training for experienced modern and ballet dancers as well as developmental training for indigenous, community-trained performers. The course focuses on Haitian, Cuban and Brazilian traditional dances and includes Katherine Dunham technique (African-Haitian). Students are involved with perfection of ensemble style, integration of music and dance, and the cultural context of jazz dance/music as an indigenous creolized, American art. As students develop skill and respond to African and Caribbean rules of performance, they will be encouraged to display solo performance trends in studio performance settings. Required attendance at one professional performance of African or Caribbean traditional dance with a one-page written critique, turned in on or before the last day of class.

[UMass: **Dance 334**

Jazz V: Roots of Jazz in the African Diaspora]

Same description as Jazz III above.

Second Semester

Amherst: **T&D H19s**

Contemporary Techniques: Comparative Caribbean Dance I

Same description as Comparative Caribbean Dance I above.

M W 12:30–2 p.m.

Smith: **Dance 142b Cultural Dance Forms I Sec. B. Comparative Caribbean Dance I**

Same description as Comparative Caribbean Dance I above. **{A}**

M 7–10 p.m.

[Smith: **Dance 142b Cultural Dance Forms I Sec. C. Cuban Dance Traditions I]**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. **{A}** 2 credits

Smith: **Dance 272b Dance and Culture**

This course is an introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the history of dance in “western” societies; for non-majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375, the Anthropology of Dance.) **{A}** 4 credits

T Th 10:30 a.m.–noon

[Smith: **Dance 375b The Anthropology of Dance]**

This course is a cross-cultural examination of dance in the history of anthropology; it covers dance as both ritual behavior and theatrical performance. Through lectures, readings and films, the literature of dance anthropology is reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are used as examples of the importance of dance in societies past and present. Research methods are examined and used in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement.

[Smith: **Dance 553b**

Choreography and Music]

This course is an exploration of the relationship between movement and sound. It focuses attention on how dance is structured, i.e., form, with the motivating and/or supporting musical component it acquires in the choreographic process. Students choreograph using specified musical forms and perform in specified dance styles. They listen to and become familiar with a variety of musical/sound systems from world cultures. This course expands skills in the organization and stylization of movement and in the analysis and integration of music within choreography. Prerequisites: three semesters of choreography, familiarity with basic music theory and/or permission of instructor. 4 credits

Tayeb El-Hibri, Assistant Professor of Judaic and Near Eastern Studies (at the University of Massachusetts under the Five College Program)

First Semester

Amherst: **Arabic I**

First Year Arabic 1

An introduction to Modern Standard Arabic. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. To be offered at UMass in the fall as Arabic 126 and continued at Amherst College in the spring. Amherst College students register for Arabic 1. Also offered at Smith College as Religion ARA 100d, Elementary Arabic.

M W 1:25–3:20 p.m.; F 1:25–2:15 p.m.

Smith: **Religion ARA 100d**

Elementary Arabic

Same description as Arabic I.

M W F 10–10:50 a.m.

UMass: **Arabic 126**

Elementary Arabic I

Same description as Amherst Arabic I.

M W 1:25–3:20 p.m., F 1:25–2:15 p.m.

UMass: **Arabic 326**

Intermediate Arabic II

Development of composition skills. Readings of excerpts from short stories, newspapers, professional writings. Continued emphasis on lengthy face-to-face conversation and discussion of readings. Prerequisite: Arabic 246 (second year). M W 4–5:15 p.m.

[Smith: **Religion ARA 283a**

Intermediate Arabic I]

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. (E) {F} 4 credits

[UMass: **Arabic 226**

Intermediate Arabic]

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension and writing skills. Prerequisite: ARA 126 or the equivalent, or permission of the instructor.

Second Semester

Amherst: **Arabic 2**

First Year Arabic II

A continuation of Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. The same course as UMass Arabic 146. Also offered at Smith College as Religion ARA 100d, Elementary Arabic.

M W 1:25–3:20 p.m., F 1:25–2:15 p.m.

UMass: **Arabic 146**

Elementary Arabic I

Continuation of Arabic 126. Same description as Amherst Arabic 2. (Taught at Amherst College in spring of 1997.)

M W 1:25–3:20 p.m., F 1:25–2:15 p.m.

Smith: Religion ARA 100d
Elementary Arabic

This course is a continuation of Elementary Arabic. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.

M W F 10–10:50 a.m.

[Smith: **Religion ARA 284b**
Intermediate Arabic II]

Continued conversation about matters beyond immediate needs with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E) {F} 4 credits

[UMass: **Arabic 346**
Intermediate Arabic II]
 A continuation of Arabic 326.

John Garofano, Visiting Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program)

First Semester

Mount Holyoke: IR 355
U.S. Decisions for Military Intervention

This course examines the conditions under which policymakers have decided to take America to war in the 20th century. Competing explanations of the sources of U.S. foreign policy and of the nature of high-level decision processes are considered first. These theoretical perspectives will then be applied to critical case studies, including the decisions on World War II, Korea, Indochina, Vietnam, Nicaragua, the Gulf War, Somalia and Bosnia. Throughout the course instruction will be given on the fundamentals of designing and executing research

projects for the study of foreign policy and international relations. In the final segment of the course students will present their work and offer considered critiques of their colleagues' research. Permission of the instructor is required.
 T 1–4 p.m.

UMass: PS 358
The International Relations of Asia

This course analyzes the major issues of international security in the Asia-Pacific region from the end of the 19th century to the present, including: the decline of China and rise of Japan; the U.S.-Japanese war; the course of the Cold War including the Korean and Vietnam wars; and the evolving economic and ideological competition in the region. Each period and major event is viewed through different analytical lenses, emphasizing the role of nationalism, race, domestic politics and concerns for power and security. We conclude with a study of the emerging security environment in the region.

M W 3:35 p.m.

[Amherst: **PS 55**
U.S. Relations with Asia]

In this course we apply Realist, cultural and perceptual lenses to the major security issues in Asia in the 20th century. We begin by studying the rise of Japan and the U.S.-Japanese rivalry, the Pacific War, and Japanese occupation and reconstruction. Next we examine the origins and course of the Cold War in Asia, including the Communists' victory in China, U.S.-Chinese clashes in Korea and Vietnam, and normalization of relations with China. We conclude with contemporary issues such as the emergence of dynamic economies in Asia, U.S.-Japanese economic competition, normalization with Vietnam, the current clashes of economic and human rights systems, and the future of security in the region. Enrollment limited to 16. Permission of the instructor required.

[Smith: **GOV 245a**
Foreign Policy of the United States]

An examination of some of the decisions central to American foreign policy since World War II, including such case studies as the Korean and Vietnam wars, the Bay of Pigs and the Cuban missile crisis, Hiroshima and SALT II. In each case, policy

issues and the bureaucratic and political processes that framed the issues are examined. Enrollment limited. {S}

[Mount Holyoke: **International Relations 300 Vietnam War (Seminar)**]

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

[Mount Holyoke: **IR 335f**

U.S. Military Intervention in Comparative Perspective]

Course will examine U.S. decisions for and against military intervention in the Third World before and after the Cold War. Cases include U.S. in Latin America early in the 20th century; Korea, 1950; Indochina, 1954; Laos and Vietnam in the 1960s; the Gulf War, 1990–91; and Somalia and Bosnia, 1992–93. Comparisons will be made with Israeli and Syrian interventions in Lebanon in the 1980s and the Soviet Union in Afghanistan. Emphasis on the quality of the decision-making process.
4 credits

Second Semester

Mount Holyoke: **IR 314**

Conflict and Cooperation: Collective Security in World Politics

World leaders are in need of new conceptions of collective behavior among nations. In this course we shall examine, in turn, arguments about the causes of wars, differing notions of collective security systems, the theoretical requirements of such systems, and the general effectiveness of recent historical examples of these arrangements. We will then look on a micro-level to examine how international institutions have either moderated the pursuit of selfish national interests or have redefined those interests in such a way as to make conflict less likely. Emphasis will be placed on research projects on either a contemporary or a historical topic. Permission of the instructor required.
To be arranged

Hampshire: **(Proposed)**

The Vietnam War in Film and Fiction

The war is very much alive in both the U.S. and Vietnam today. In this course we will examine representations of the war in popular culture and assess, insofar as possible, the correspondence of these representations to the realities of the war. We will spend the first quarter of the course studying the history of the war. Next we will examine American artistic accounts and relate them to what we can know of the reality on the ground. Local writers will be read and will speak to the class. Finally we will consider Vietnamese images of the wars against the U.S. and French as projected in films and poetry. Student research projects will emphasize the disjuncture between reality and fiction. Enrollment limited to 20.
To be arranged

[UMass: **Political Science 255**

American Foreign Policy in the 20th Century]

This course examines the sources and conduct of American foreign relations from 1900 to the present. We begin with a theoretical treatment of the ways in which the international system and domestic institutions influence the making of foreign policy. Next we examine the main diplomatic themes of the century, including: Wilsonianism, isolationism and FDR's forging of an internationalist consent, the origins of the Cold War and American commitments around the globe; Korea, Vietnam, detente and the Reagan era. We conclude with an assessment of current issues facing American foreign policymakers.

[Mount Holyoke: **IR 324s**

U.S. Foreign Policy and Post-Cold War Security Problems]

This course will examine four emerging security issues. The first is the problem of coordinating efforts to limit or prohibit the spread of weapons of mass destruction. The second concerns the difficulties of intervention for humanitarian or peacekeeping reasons, with case studies of the interventions in Cambodia and Bosnia. The third issue revolves around environmental source for conflict, with a focus on the Middle East. Finally, the course will analyze the impact of heightened economic competition, primarily among the ad-

vanced industrialized states, on security relations.
Prerequisites: eight credits in Politics including D105 or Per I.

[Mount Holyoke: **International Relations 387s Asian Security**]

Asian security issues in the 19th and 20th centuries. The breakdown of Chinese influence on regional security in the 19th century, Russo-Japanese rivalry and British-Japanese cooperation to 1918. The Japanese drive toward regional supremacy and attempts, such as the Washington Treaty, to forestall Japanese regional dominance. The post-1945 period of U.S. dominance in the region and the Asian security dilemmas, particularly those posed by the economic dynamism of the region, of the post-Cold War world.

[Hampshire: **SS319**

The Vietnam War]

A history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on U.S. foreign policies. Particular attention will be given to lessons that can be drawn about how American society makes its foreign policies. Enrollment limited.

Mohammed Mossa Jiyad, Five College Senior
Lecturer in Arabic (at Mount Holyoke College under the Five College Program)

First Semester

Amherst: Arabic 3

Second Year Arabic I

This course continues Arabic 2. It covers oral/aural skills in Modern Standard Arabic related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Arabic 2 or the equivalent. (Taught at UMass in fall 1996.)

M W 1–2:30 p.m., F 1–2 p.m.

Mount Holyoke: Asian 132

Intermediate Arabic I

Same description as Amherst Arabic 3. Prerequisite: Asian 130 and 131, or permission of the instructor.

M W 10:50 a.m.–12:05 p.m., F 10:50–11:40 a.m.

UMass: Arabic 226

Intermediate Arabic I

A continuation of Arabic 146. Same description as Amherst Arabic 3.

M W 1–2:30 p.m., F 1–2 p.m.

[Hampshire: **FL 105**

Elementary Arabic I]

Same as Smith Religion ARA 100d.

[Mount Holyoke: **Asian 130f**

Elementary Arabic I]

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

[UMass: **Arabic 126**

Elementary Arabic I]

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

Second Semester

Amherst: Arabic 4

Intermediate Arabic II

A continuation of Arabic 3.

M W 1–2:30 p.m., F 1–2 p.m.

Mount Holyoke: Asian 133

Intermediate Arabic II

Continuation of 132.

M W 11 a.m.–12:30 p.m., F 11 a.m.–noon

UMass: Arabic 246
Intermediate Arabic II

Continuation of 226. In spring of 1997, taught at Amherst College.

M W 1-2:30 p.m., F 1-2 p.m.

UMass: Arabic 346
Advanced Arabic

Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking casually about topics of current public and personal interest using general vocabulary. Students will read authentic materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions and other writing assignments. Prerequisite: Arabic 246 or permission of the instructor.

M W 2:30-4 p.m.

[Mount Holyoke: **Asian 131**
Elementary Arabic II]

Same as Smith Arabic 100d.

[Mount Holyoke: **Asian 131s**
Elementary Arabic I]

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Prerequisite: Arabic 130 or permission of the instructor.

[UMass: **Arabic 146**
Elementary Arabic II]

Continuation of Arabic 126.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

First Semester

Amherst: Political Science 64f
Seminar on Problems in International Security

An intensive investigation of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will consider both specific security threats and larger problems of international governance. Particular problem areas to be considered will include: the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation; the conventional arms trade; ethnic and religious strife; and the world security consequences of population growth, environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; U.N. peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to follow developments in a particular country or area and to write a research paper on some aspect of current world security affairs, covering the nature of the problem, its likely evolution in the 1990s and the most promising solutions that have been devised to resolve it. Enrollment limited to 20 students. Admission by permission of the instructor.

To be arranged.

[Mount Holyoke: **IR 311f**
Problems of International Peace and Security]

A research-oriented seminar on critical problems of international peace and security in the 1990s, intended for students who seek to enhance both their research skills and their understanding of current world security affairs. In 1992 the course focused on problems of regional conflict in the Third World and on problems arising from the flow of advanced military technologies (nuclear, chemical and conventional) from the industrial powers of the "North" to the emerging regional powers of the developing world. The course begins with presentations on particular themes by the instructor, along with a discussion of research

principles and methods. Each student selects a particular problem for intensive study, which results in a research paper and oral report.

Second Semester

Smith: **Government 251b**

Problems of International Security

A survey of the emerging threats to international peace and security in the post–Cold War era and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical weapons proliferation; conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. Will entail lectures by the instructor and by guest speakers. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up the results in a term paper; they may also be asked to give an oral report on their findings in class. 4 credits
T Th 10:30–11:50 a.m.

[UMass: **Political Science 351**
International Security Policy]

A survey of the principal threats to international peace and stability in the post–Cold War era and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: regional conflict in the Third World; nuclear and chemical weapons proliferation; the conventional arms trade; ethnic and religious strife; the world security consequences of population growth, environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; U.N. peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on a current conflict or security problem, covering both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

Elizabeth H.D. Mazzocco, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program)

First Semester

UMass: **Italian 230**

Intermediate Italian

Students will complete their study of Italian grammatical structure and will focus their efforts on oral proficiency. Using satellite transmissions, newspapers, magazines and the Web, they will increase their understanding of contemporary Italian culture. Through a selection of short readings, films and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy in the 1990s. Student projects will include a midterm and a final, short essays, oral presentations and creative work.
To be arranged

[UMass: **Italian 514**

The Early Renaissance]

This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Pulci's *Morgante* and Boiardo's *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include the female warrior, magic and incantations, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the joust as game and war. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian.

[UMass: **Italian 524**

Literature of the High Renaissance]

The course as a whole will explore masterpieces of prose, poetry and theater from the Italian High Renaissance. We will read selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations and write a solid research paper on a topic

chosen by the student and approved by the professor. The students enrolled in the enriched honors colloquium will read additional selections dealing with the Renaissance linguistic theories and treatises associated with the intensely charged debate surrounding the *questione della lingua* as well as selections from Renaissance Italian political thought. They will relate these theoretical studies to the literary works already under discussion and write an additional critical/analytical paper treating a work not studied previously. All work will be done in Italian.

In spring 1997 Professor Mazzocco will serve as director of the Sienna Program.

Second Semester

[UMass:

Renaissance Comedy]

This course will investigate the roots of Italian Renaissance theater paying special attention to the role of Boccaccio. We will then read a variety of Renaissance comedies including works by Ariosto, Bibbiena, Machiavelli, Ruzante and others. In addition to studying the individual comedies themselves, we will seek to understand the influence of contemporary culture on the works and vice versa. There will be oral presentations, several papers and a final. All work will be done in Italian. This course is open to advanced majors and graduate students.

[UMass: **Italian 569**

19th- and 20th-Century Italian Theatre]

This course is open to advanced majors or graduate students. In addition to reading the works of a variety of 19th- and 20th-century playwrights, we will stage a number of scenes and perhaps even an entire play. Authors whose works will be studied include D'Annunzio, Verga, Pirandello, De Filippo, Fo and Rame; we will also delve into the transition from theatrical stage to opera stage and follow a play through that transition. All work will be done in Italian; students will present oral reports and write critiques and a final research paper in addition to a final.

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts under the Five College Program)

First Semester

UMass: **Geo 105**

Dynamic Earth

The earth is a dynamic planet constantly creating oceans and mountain ranges and accompanied by earthquakes and volcanic activity. This course explores the relationship among earthquakes, volcanoes and plate tectonics, the hazards that they produce and their impact on humans.

T Th 4-5:15 p.m.

[UMass: **Geo 591G**

Analytical Geochemistry]

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error and the role that they play in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited.

[UMass: **Geo 591M**

Geochemistry of Magmatic Processes]

Geochemical aspects of the formation and evolution of the earth's mantle and the generation of crustal rocks through magmatic processes. Topics will include chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. 3 credits

Second Semester

UMass: **Geo 512**

X-ray Fluorescence Analysis

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace

element abundances in geological materials. Enrollment limited. 2 credits
To be arranged

*UMass: **Geo 591V**

Volcanology

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits

F 1:30–3:30 p.m.; additional two-hour lecture to be arranged

*Institutional location of class will be varied depending on enrollment.

James Trostle, Assistant Professor of Anthropology and Director of the Five College Medical Anthropology Program (at Mount Holyoke under the Five College Program)

First Semester

Amherst: **Anthropology 45**

Medical Anthropology

This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of diseases, cultural critiques of biomedicine and non-Western systems of healing. Case studies will be presented about specific diseases and therapeutic systems. Prerequisites: one anthropology course or permission of the instructor. Two meetings. 4 credits

[Amherst: **Anthropology 37**

Health and Disease: Biocultural Perspectives]

This seminar explores the interaction between cultural patterns and physiological processes in the human experience of health and disease. It will also examine the utility of a cultural perspective on biomedical categories and methods of investigation.

Second Semester

Smith: **Anthropology 249b**

Anthropology and International Health

This course examines the growing collaborative and critical roles of anthropology in international health. Anthropologists elicit disease taxonomies, describe help-seeking strategies, critique donor models and design behavioral interventions. These issues will be explored through case studies of specific diseases, practices, therapies and policies. Prerequisites: one anthropology course or permission of the instructor. Two meetings. 4 credits
M W 1:10–2:30 p.m.

[Hampshire: **NS/SS 271**

Anthropology and International Health]

Five College Certificate in African Studies

The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

One course providing an introductory historical perspective that surveys the African continent;

One course on Africa in the social sciences;

One course on Africa in the fine arts and humanities;

Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education and the fine arts and humanities.

A complete list of the Five College courses for each of the four requirements is available from the advisers listed below and from the Five College Center.

Other requirements:

Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic);

No more than two courses in any one department may be counted toward the certificate;

With the approval of the student's African Studies adviser, two relevant courses taken at schools other than the five colleges may be counted toward the certificate;

Students must receive a grade of B or better in every course;

Students are encouraged to complete their program with a special studies that will integrate and focus their course work;

Students are also encouraged to take advantage of academic programs that offer residence for a semester or more in Africa.

For further details, consult one of the campus representatives:

Amherst College: Rowland Abiodun.

Hampshire College: Michael Ford.

Mount Holyoke College: Samba Gadjigo, Department of French.

Smith College: Elizabeth Hopkins, Department of Anthropology.

University of Massachusetts: Ralph Faulkingham, Department of Anthropology.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

Introductory world politics;

Global institutions or problems;

The international financial and/or commercial system;

A modern (post-1815) history course relevant to the development of international systems;

Contemporary American foreign policy;

A contemporary foreign language up to a proficiency level of the second year of college;

Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country.

A complete list of the Five College courses for each of the seven requirements is available from the advisers listed below and the Five College Center.

Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman, Political Science.

Hampshire College: Benjamin Wisner, Social Science.

Mount Holyoke College: Vincent Ferraro, Politics.

Smith College: Gregory White, Government.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);

One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);

One course in the social sciences, including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;

Four other courses which should be more advanced and more specific in focus;

A seminar which gives the student's course work in Latin American Studies an interdisciplinary force.

Other requirements:

Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.

Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate in Middle East Studies

The Five College Certificate in Middle East Studies provides an opportunity for students to complete a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and professional needs in conjunction with an adviser from their home institution. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will count at the discretion of the student's adviser. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as: Arabic, Hebrew, Turkish, Persian and Armenian. Requirement may be fulfilled through course completion or by examination.
2. Two introductory courses providing a historical overview of the medieval (A.D. 600–1500)

and modern (1500–present) periods, one from each period.

3. Five courses from the following categories. Students must take at least one course from each of the three groups. No more than a total of two courses in any one group may be counted toward fulfilling the program requirement.

- | | |
|--------------|-------------------------|
| Group one: | Religion/Philosophy |
| Group two: | History/Literature/Arts |
| Group three: | Social Sciences |

A complete list of the courses offered at each of the Five Colleges that qualify for each of the requirements is available from the advisers listed below and from the Five College Center. There is at least one adviser in Middle East Studies on each campus.

Amherst College: Robert Doran or Jamal Elias.

Hampshire College: Aaron Berman.

Mount Holyoke College: Kavita Khory.

Smith College: Keith Lewinstein, Howard Adelman.

University of Massachusetts: Mary Wilson.

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered (with the sole exception of Korean) are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

Language Courses Offered in 1996–97

Hindi I, II, III, IV
 Hungarian I, II, III, IV
 Indonesian I, II, III, IV
 Korean I, II, III, IV
 Modern Greek I, II, III, IV
 Norwegian I, II, III, IV
 Serbo-Croatian I, II, III, IV
 Swahili I, II, III, IV
 Turkish I, II, III, IV
 Urdu I, II, III, IV

The Athletic Program

Lynn Oberbillig, M.B.A., Director of Athletics

Judy Strong, B.S., Senior Coach of Field Hockey and Lacrosse

Senior Coaches

James Babyak, M.A., Senior Coach of Basketball and Soccer

Kim Bierwert, B.S., Senior Coach of Swimming and Diving

Theresa Collins, M.S., Senior Coach of Skiing

Christine Davis, M.S., Senior Coach of Tennis

Bonnie May, M.S., Senior Coach of Softball and Volleyball

Suzanne Payne, M.Ed., Senior Coach of Riding

Kathy Saltis, B.A., Senior Coach of Crew

Coaches

Tim Bacon, M.A., Coach of Squash

Carla Coffey, M.A., Coach of Cross Country and Track and Field

Elizabeth Powell, B.A., Coach of Novice Crew

Sports Medicine Staff

Mary E. O'Carroll, M.S., Senior Athletic Trainer

Louise Goodrum, M.S., Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels.

Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on page 186. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes.

There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1996–97, the college will field the following intercollegiate teams:

Basketball. Season: November–March. Practice hours: M T W Th F 4–6 p.m., James Babyak.

Crew. Season: September–November, January–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Kathy Saltis and Betsy Powell.

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Carla Coffey.

Field Hockey. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Judy Strong.

Lacrosse. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Judy Strong.

Riding. Season: September–November, February–May. Practice hours: To be arranged, Suzanne Payne.

Skiing. Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Inter-term: 8 a.m.–4 p.m. February and March, to be arranged, Theresa Collins.

Soccer. Season: September–November. Practice hours: M T W Th F 4–6 p.m., James Babyak.

Softball. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Tim Bacon.

Swimming and Diving. Season: September–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim Bierwert.

Tennis. Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Christine Davis.

Track and Field. Season: Mid-November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M T W Th 4–6 p.m., and F 3:30–5:30 p.m., Carla Coffey.

Volleyball. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on intrahouse competition. The 34 houses vie with friendly rivalry for tournament championships in 3 on 3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fund-raisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Currently there are 11 clubs: **Badminton, Croquet, Cycling, Fencing, Golf, Ice Hockey, Outing, Rugby, Sailing, Synchronized Swimming and Ultimate Frisbee.**

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B.S. Washington and Lee University, M.S., Ph.D. University of North Carolina at Chapel Hill.

Charles Mann Cutler, Jr.*Professor of Spanish and Portuguese*

B.A. Williams College, M.A., Ph.D. University of Michigan.

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B.A. Syracuse University, M.Div. Union Theological Seminary, Ph.D. Columbia University.

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B.Sc. Reading University, England, Ph.D. Harvard University.

Peter A. de Villiers*Sophia and Austin Smith Professor of Psychology*

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Class Schedule

A student may not elect more than one course in a single time block
except in rare cases that involve no conflict.

Monday Tuesday Wednesday Thursday Friday

8-8:50 a.m. A	8-8:50 a.m. A+	A	8-8:50 a.m. B+	A
9-9:50 a.m. B	9-10:20 a.m. G	B	G	B
10-10:50 a.m. C		C		C
11 a.m.- 12:10 p.m. D	10:30- 11:50 a.m. H	D	H	D
1-10-2:30 p.m. E†	1-2:50 p.m. J	E†	1-2:50 p.m. L	E†
2:40-4 p.m. F†				
	3-4:50 p.m. K	F†	3-4:50 p.m. M	F†
			4-4:50 p.m. C+	

4:50 p.m.

7:30- 9:30 p.m. X*	7:30- 8:20 p.m. W		7:30- 9:30 p.m. Y*	W	7:30- 9:30 p.m. Z*	W	
	**						**

+ Additional meeting times for A, B, and C blocks, as noted in course listings

† A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.

***** A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

****** Reserved for activities and events.

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